

D'MENSIONS



The D'Youville College Journal • MARCH 2010

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NEWSMAKERS NOW ■ THE INNOVATORS ■ REDEFINING DOWN SYNDROME ■ HIPPO THERAPY PROGRAM ■ DYC'S BOOKSHELF

*Front cover:
Night owl
students
keep the
lights
burning
at the
Montante
Family
Library.
Home to
96,991
books,
and 683
professional
journals,
it also
provides
online
access to
35,000
different
subscriber
journals to
meet the
needs of
our many
professional
students.*

D'

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D'Mensions Mission Statement

*The editors' and individual
contributors' purpose is to strengthen,
via print, the connection between
the College and it's benefactors,
alumni, staff, faculty and friends;
to promote and integrate
communication and service
between the College and the
surrounding community, thereby
leading to a better understanding
of what the College is and where
it is heading; and, ultimately,
to encourage and celebrate
D'Youville's own expressed
Mission Statement.*

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Sister Denise A. Roche, GNSH, PhD, President

bOOKS, BOOKS, BOOKS

We are a community of books, be they hardbound, softcover, online or Kindled. The well-written word forms the basis of our communication, the learning of developmental concepts and the impetus for our original research.

dycnewsmakersnow

WNY'S LEADING NURSING PROFESSIONALS GATHER TO ADDRESS ISSUES FOR IMPROVED PATIENT CARE

The D'Youville College School of Nursing, in partnership with Government Action Professionals, held a forum on Nov. 9, 2009, in the College Center. Health care leaders from local hospitals, nursing programs and the community examined the critical issues facing health care today and the effect of the nursing shortage.

Following a welcome by Sister Denise A. Roche, GNSH, president of the College, the forum was opened with an overview from Dr. Judith Lewis, dean of the NYC School of Nursing, who acknowledged the community's willingness to collaborate to better our community health and to deliver improved patient care.

The morning's keynote address, "Health Care Issues in WNY: A Community Perspective," afforded listeners on-the-job insights by Ms. Cheryl Klass, RN, MBA, president, Women and Children's Hospital, Kaleida Health, and member, NYC board of trustees. Ms. Klass set the stage for the morning by providing data on health care challenges in our community.

Perspectives on the nursing shortage at the national, state and local levels were presented by Dr. Kathleen Mariano, chair of the NYC School of Nursing. Although it appears that the shortage has somewhat abated, Dr. Mariano cautioned that this is temporary and future shortages are expected.

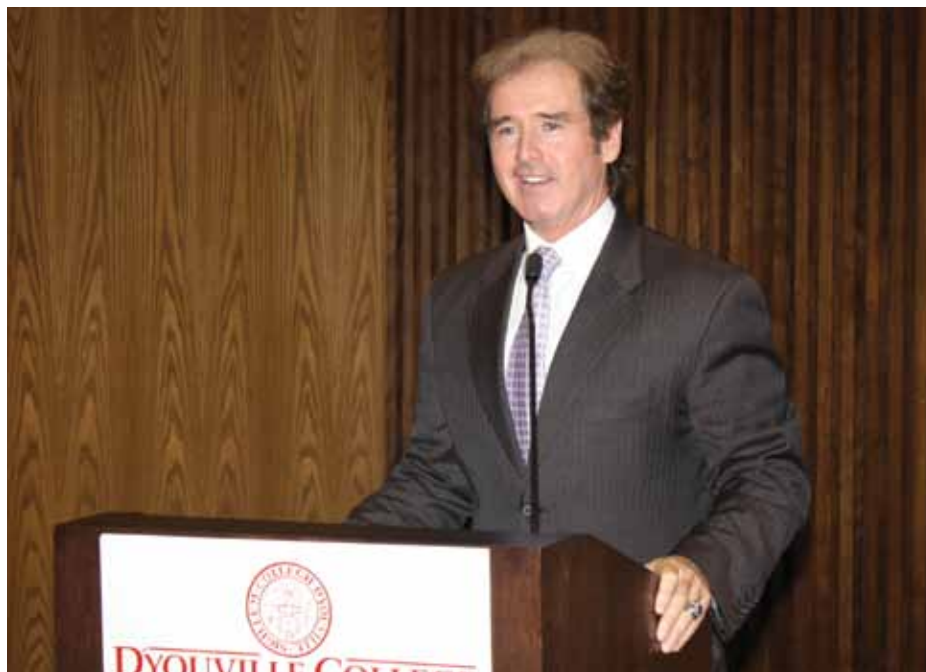
According to the American Association of Colleges of Nursing, the United States is in the midst of a nursing shortage that is expected to intensify as baby boomers age and the need for care grows. Compounding the problem is the fact that nursing colleges and universities across the country are struggling to expand enrollment levels to meet the rising demand for nursing care.

Dr. Mariano observed: “Western New York has experienced challenges in meeting the health care needs of the community. We are in a health care crisis in which nursing is at the forefront. We chose to have this forum in which representatives from health care systems, nursing programs and the policy arena could collaborate and discuss the issues we face. The goal of this forum is to share our successes and develop a legislative agenda for our elected officials that will promote a healthy community in WNY.”

Although we are faced with difficulties in meeting health care needs in our community, the leaders of our local hospital systems have been creative in developing solutions that improve patient care. A panel discussion took place offering examples of “best practices” of patient care, presented by five nursing leaders from WNY’s major health care facilities. Panel participants were as follows:

- **Nurse Residency Program** by *Diane Cervalo, RN, MS, director of nursing practice, Kaleida Health*
- **RN/ESN Services** by *Mary Dillon, RN, MS, vice president, patient care services, Catholic Health Systems*
- **A Primary Care Model** by *Elizabeth Weiss, RN, MS, associate director of patient care, VA Medical Center*
- **Reduction of Pressure Ulcers** by *Bonnie Glica, RN, MS, chief nursing officer, Erie County Medical Center*
- **Nursing Vacancy Rate** by *Maureen Kelly, RN, MS, chief nursing officer, Roswell Park Cancer Institute*

The luncheon address was given by Congressman Brian Higgins, 27th Congressional District, who reported on potential legislative solutions and stated his support for the federal government’s planned health care reform.



Congressman Higgins reports on the government’s progress on federal health care reform.

A report from the State Finance Committee in April of 2009 stated, “...the level of quality and efficiency of care provided varies significantly across the country. It has become increasingly evident that the way health care is paid for in our system does not always encourage the right care, at the right time, for each and every patient. Today’s payment systems more often reward providers for the quantity of care delivered, rather than the quality of care and discourage providers from working together to offer patients the best possible care.”

Following lunch, a work session was led by the Government Action Professionals, a Western New York-based lobbying and consulting firm with more than 110 years of collective political experience among its principal partners. Currently, Government Action Professionals is creating a legislative agenda for D’Youville to promote with elected officials the concerns of the College and of the nursing forum. As a representative for the College, their objective is to take the concerns of the forum and present them to legislative individuals who can change the political and regulatory environment.

The participants developed a legislative agenda to present to key stakeholders and policy makers. Many strengths in Western New York were identified, such as the number of nursing schools and their ability to increase nursing enrollment notwithstanding faculty shortages. Keeping nursing graduates in Buffalo continues to be a challenge. Potential solutions to the nursing crisis were to increase funding for loan forgiveness, support for legislation for RN-to-BSN completion, utilization of stimulus funding to support nursing and measurement of outcomes to support best practices. Ongoing partnerships with health care institutions were also identified as a means to improve health care in the Buffalo area.

The next plan of action is to develop a white paper to share with policy makers and key decision makers to support nursing as plans for future health care are instituted.

DYC IN GERMANY: The College Reaches Out to Children of Military Families



Outreach to veterans
program includes
the College's designation
as a
"Veteran Friendly School"
participating in
new GI Bill

*(Above right)
Ronald H. Dannecker,
director of international recruiting,
offers enticing college options
to potential
DODDS students.*

Catie Rutter is a typical high school junior who, along with her family, is looking for a college in the United States to attend. The only difference between her and thousands of other young students in similar situations is that Catie is 4,000 miles from the United States on a military base in Germany. She has been in the United States only once in her life, a brief visit to New York City.

She is a U.S. military dependent stationed with her family at Heidelberg Army Garrison and part of 84,000 Department of Defense Dependent Schools students (known as DODDS students) who are spread around the world in 12 foreign countries, seven states, Guam and Puerto Rico. There are 192 public schools in the system and all are fully accredited by U.S. accreditation agencies. They fall under the Department of Defense Education Activity, a civilian agency of the Department of Defense that oversees all agency functions.

These schools serve the children of military service members and Department of Defense civilian employees throughout the world. Children of enlisted military personnel represent 85 percent of the total enrollment and approximately 12,000 employees serve the DODDS students.

Ronald H. Dannecker, director of international recruiting at D'Youville

College and a retired Navy officer, initiated a recruiting initiative for DODDS students based on his experience in the military and awareness of the military high schools. He and his associate have made visits to numerous DODD schools in Germany.

Dannecker sees his visits to the individual high schools as a benefit to the students, teachers and especially the career counselors. "As members of the military on highly secure bases they do not have the opportunity to talk with admissions people or visit colleges as you would in the U.S. They welcome the chance to talk with someone about the admission process and the finances for college.

"It also provides a personal contact for the school career counselors and helps establish a bond with them while making the D'Youville name known in the DODDS community," he added. D'Youville's goal is to have the students become aware of the College and enroll as freshmen.

"It is really an untouched recruiting market and with the significant number of DODDS students around the world, it is worth the College's effort to develop it," Dannecker said.

This was the second trip to the overseas schools to spread the D'Youville name



and develop relationships with guidance counselors and faculty at the military schools. "I estimate it will take another visit before we start seeing students enrolling and I hope we can begin accepting five to ten a year."

Dannecker also attended the Kaiserslautern College Night at the Special Events Center on Rhine Ordnance Barracks. He represented D'Youville along with more than 100 other U.S. college representatives. (The majority of colleges use alumni in the area to represent them.)

Approximately 1,100 students and their families from DODDS schools throughout Germany, Belgium, Luxembourg and the Netherlands were on hand to gather information and talk to the representatives.

"I was busy talking with parents and their children the entire evening," he said. Dannecker also makes personal presentations in the classrooms of DODD high schools, including Ramstein Air Force Base, which is the headquarters of the U.S. Air Force Europe, the U.S. Army Garrison at Heidelberg, in addition to the

Kaiserslautern Military Community, the largest military community outside the continental United States consisting of both Army and Air Force components, and the U.S. Army Garrison at Wiesbaden.

"In the classrooms, it is gratifying to see the interest the students have in attending college in the U.S.," he said. "Their questions are the same as students here although many have never been in the States even though they are American citizens. While they have lived in various parts of the world and may speak a number of languages they have some trepidation about traveling so far from their home and not knowing anyone where they are going."

Patty O. Carden, guidance counselor at Ramstein High School, appreciates the chance to meet and talk with "real live college representatives" and to arrange presentations for the students. "We do not get many college recruiters here on base and to have D'Youville go to the time and extensive effort to show up at our door is fantastic," she said.

This effort is part of D'Youville's outreach to veterans program that currently includes the College's designation as a "Veteran Friendly School" participating in the new GI Bill, and the creation last year of a special combat veteran's scholarship funded by the College.

"Many times the children of our military personnel overseas are overlooked and we want to make sure they are included in educational opportunities back home," says Sister Denise A. Roche, D'Youville president. "I'm sure our efforts will be worthwhile and I hope the students look at D'Youville and decide to enroll here," she added.

Catie, who is interested in biology, may apply to D'Youville. "I like their programs and the information they gave me about the College and Buffalo plus the fact that they were right here talking with me made me feel better about going off to college. And I know at least one person at D'Youville already," Catie said.

FINAL MASTER'S PROJECT POSTER PRESENTATION FOR THE 2009 BS/MS PHYSICIAN ASSISTANT GRADUATING CLASS

On Dec. 3, 2009, the graduating BS/MS physician assistant students held a formal poster presentation in Madonna Lounge on campus. Each of the 23 students created a trifold poster based on the research project that he/she had completed as a component of the master's PA curriculum. The research that was displayed showed a breadth and depth of knowledge reflecting a year's worth of complex health related research and assessment.

The students were asked questions and evaluated on their posters by a panel of three judges; Dr. Maureen Finney, PA department chair, Dr. Matthew Antalek, PA department graduate faculty member, and Dr. Laurene Tumiel-Berhalter, professor in the University at Buffalo's department of social and preventive medicine. The projects were so well prepared and the research on the part of these students was so outstanding that the judges had a difficult time deciding on just one winning poster.

Susan Eddy was the recipient of the 2009 Outstanding Student Research Project. Her project studied the relationship between Ritalin use in adolescence and cocaine in adulthood. It is hoped that Susan will continue with this research and perhaps publish her findings in the future.



Final poster competition judging by PA faculty



FARGO AVENUE PROJECT SCHEDULED FOR SUMMER

More than 10 years ago when the library was being constructed at the former Holy Angels School, College officials knew that with the expansion of the campus, a plan was needed to establish a city campus environment and add green space for students as well as neighbors. The College needed to convert from an unrelated handful of buildings on various city blocks to a cohesive urban campus.

The development of D'Youville over the past century has resulted in buildings with different architectural styles and with the buildings facing outward. Several buildings were located across a busy street (Porter Avenue) and were seldom, if ever, visited by the majority of students who are commuters. Currently, D'Youville has approximately 350 resident students among its 3,000-student total enrollment. Therefore, along with expanding parking needs, the College need to serve this population better.

D'Youville's academic buildings are separated from the library by Fargo Avenue. A plan was developed to acquire the block of Fargo from Porter Avenue to Connecticut Street and to close it to traffic and make it the entrance to D'Youville. Funding was sought by the College under the Federal Transportation Act. A reduced amount of funding was provided through this bill, but it passed through New York state as well as the city of Buffalo. When it became known that these funds could be used only for investment in publicly held property, the College started working with the city of Buffalo Public Works Department to implement the project.

These steps alone took more than six years.

A plan was developed by the city and presented to the nearby West Side area population. Initially, there were several objections to closing this block; therefore, a compromise was developed that would install a traffic circle about mid-block to keep traffic at a slow pace, with at least two "yield to pedestrian" crosswalks integrated into the new roundabout.

The surrounding community has agreed to this plan and the work is scheduled to start in May 2010, immediately after commencement. The project will be under the direction and control of the city of Buffalo Public Works Department. They have hired LIRO Engineering to design and oversee the effort.

The \$3.5 million beautification project will include wider sidewalks between Porter and Connecticut and the raising of the street grade approximately two to three feet from the ends at Porter and Connecticut to mid-block where the traffic circle will be built wide enough for two passenger drop-off areas. There will be no parking in the circle; however, two safety crosswalks will be established at the north/south limits of the roundabout. Access to both parking lots at either side of Fargo will be easier, more visible and safer. Pavers and colored concrete will be used to accent and delineate the areas. New lighting will be installed as well as tree replacement. The College is currently seeking funds to enhance the circle with added landscaping.

The block will be closed off for the summer for this project. Completion is scheduled for August 2010 prior to the beginning of fall classes.

D'YOUVILLE BEGINS ACCEPTING APPLICATIONS FOR NEW DOCTOR OF PHARMACY DEGREE

D'Youville College is now accepting applications for its new School of Pharmacy, scheduled to open in the fall semester of 2010. The School of Pharmacy plans to enroll 65 students in its inaugural class.

In order to enroll students in the professional phase of the curriculum for the fall 2010 term, the school has applied for pre-candidate accreditation status. It hosted an on-site evaluation of the program in October and is awaiting approval from the Accrediting Council for Pharmacy Education and the New York State Department of Education this winter.

The College began planning for the six-year program in 2007 and construction of a new \$20 million six-story building on campus that will house the program is expected to be completed this spring. The school's leadership team and five pharmacy faculty have already been hired.

"Our new degree is designed to prepare students to practice in an inter-professional patient-centered environment where pharmacists are responsible for assisting patients in managing their medication regimens," says Gary P. Stoehr, dean of the School. Students will graduate from the four-year professional program with a Doctor of Pharmacy degree (PharmD).

D'Youville has long had a full complement of health care majors and pharmacy students will be able to collaborate with faculty in these disciplines. These include nursing, physician assistant, physical and occupational therapy, dietetics and chiropractic. "Through class exercises, practice experiences and interdisciplinary interactions, the program will teach students a team approach to caring for patients and communities," Stoehr said.

"We want to produce graduates with a strong commitment to serving both their community and their profession."

COLLEGE REPRESENTED AT INTERNATIONAL SYMPOSIUM

First U.S. dialog between the wisdom of Chinese culture and clinical science

Two D'Youville physical therapy students and a physical therapy professor had the unique opportunity to take part in the first International Tai Chi Chuan (known as Tai Chi in the West) Symposium on Health, Education and Cultural Exchange at Vanderbilt University in Nashville, Tenn.

Frances Carman Wan from Toronto and Katherine Myers from West Seneca, both doctoral students at the College, spent a week at the symposium with their physical therapy professor, Dr. Penny Klein, to collect research data and hear presentations from five Chinese grandmasters of traditional Tai Chi Chuan, academic researchers and health professionals.

The six-day conference was the largest integral health forum held outside China and opened the first U.S. dialog between the wisdom of Chinese culture and clinical science. A highlight was the presentations from five grandmasters from five traditional Chinese family styles of Tai Chi Chuan.

It is rare, even in China, to have all five grandmasters present at the same event, symposium organizers said.

Dr. Klein was the deputy chairperson for academic programming and presented her research on the "Feasibility of Tai Chi/Qigong in Day Habilitation Settings for Adults with Intellectual and Developmental Disabilities."

"It was a joy for me to be able to share my passion for tai chi/qigong with our students. They were part of an historic event: the union of the foremost Tai Chi masters and the top researchers in the field," she said. Dr. Klein sponsored the D'Youville students.

Dr. Klein has long been a proponent of Tai Chi/Qigong for health and is working to bring it into the mainstream of Western



health care. "The growing body of research evidence and active interest from the National Institutes of Health and Centers for Disease Control is bringing that goal closer to reality," she said.

Tai Chi Chuan is a martial art noted for its slow movements and extraordinary power and is practiced by tens of thousands of people for health benefits. It is a series of movements, based on offensive and defensive martial techniques, performed as a sequenced set. In recent years it has become a worldwide exercise phenomenon.

Both students "learned a lot" at the symposium and plan to incorporate Tai Chi in their education and eventually their physical therapy profession. "It was interesting to learn how Tai Chi can be applied in the U.S. and how beneficial it is," Wan said. "In some cases it can be used in place of medicine and it may be more beneficial than drugs."

The symposium was open to those interested in Tai Chi, health care professionals including physicians, nurses, physical therapists, exercise physiologists and health care planners and policy makers. It attracted more than 400 Tai Chi masters, scholars and practitioners from 15 countries and approximately 50 medical specialists, doctors and Tai Chi experts.

The international symposium celebrated the 10th anniversary of International Yang Style Family Tai Chi Chuan Association.



VP OF INSTITUTIONAL ADVANCEMENT EARNS NEW FUNDRAISING DESIGNATION

Timothy G. Brennan, vice president for institutional advancement at D'Youville College, has earned designation as a Certified Fund Raising Executive (CFRE) from CFRE International, an independent organization of fundraising professionals based in Virginia with approximately 5,400 members.

Mr. Brennan completed the necessary requirements of professional practice, performance, education and service, and passed required examinations of the knowledge and skills required of a fundraising executive, according to the organization. The certification is valid for a three-year period.

In 1999, Brennan joined D'Youville after serving as vice president for marketing and network development for the Center for Hospice and Palliative Care.

He completed a five-year capital campaign in 2003 raising \$11 million and exceeding the goal set and increased annual giving by 90 percent from 1999 to 2008. Brennan implemented a planned giving program and a government relations initiative on both the federal and state levels resulting in more than \$2.5 million in congressional appropriations.

Brennan is a graduate of the University at Buffalo where he earned his MBA. He also attended the Wharton School at the University of Pennsylvania.



In the Black Rock Canal, the DYC varsity-four (plus coxswain) post a 25.2 second victory over Cazenovia College.

VARSITY SPORTS TEAMS BURGEON TO 14

The D'Youville College athletics program is growing and changing. This evolution was prompted by the NCAA III legislation that requires Division III varsity members to provide at least 12 sports for undergraduate students. The growth will provide more opportunity for students at D'Youville. In the past two years, three sports have been added with men's cross country, women's tennis and men's tennis, joining M/W soccer, M/W volleyball, M/W basketball, baseball, softball, golf, women's cross country and women's crew to bring the total number of varsity sports to 14 – the most D'Youville has ever provided to the students. This season there are 160 undergraduate students playing on varsity sport teams and representing Spartan athletics. This growth has helped with student recruitment and enrollment during challenging economic times.

D'Youville now sports five new coaches. Joining the athletic department full time is Anna Nagro, a Holy Angels grad, who is serving as senior women's athletic administrator and head softball coach. Anna recently graduated with a master's in sport administration from Canisius College after a stellar career at St. Bonaventure. Anna lives in North Buffalo and will bring lots of enthusiasm to our athletic department. She has served as part-time coach the last two years and now she adds administrative duties as she coordinates compliance with the NCAA.

Glenn Taplin assumes the role of head basketball coach/ assistant athletic director.

Glenn was a standout athlete at Canisius College and recently completed his master's degree in higher education from Buffalo State College, where he served as assistant basketball coach. Glenn makes his home in East Amherst and brings an extensive level of student advisement skills to D'Youville.

In addition, three new part-time coaches are now a part of Spartan athletics. Marisa Gallo, a scholarship NCAA I athlete, a Canisius College graduate and public school teacher at Starpoint High School, has been appointed as head women's basketball coach. Marisa has infectious enthusiasm and her experience, combined with local recruiting connections, will help maintain the success of women's basketball. Lew Potter, director of coaching at Hamburg Soccer Club, takes over the women's soccer program. Lew has numerous connections in the WNY soccer community. Chris Heftka, a D'Youville grad of 2007, leads our women's volleyball program as head coach and his experience as a men's volleyball player will be a great addition to the tradition of volleyball at D'Youville. Dr. Bob Gamble will add his tennis expertise and passion to our new men's and women's tennis programs. Coach Bob has extensive experience and has been a fixture in the education department as professor and coordinator of graduate education. He now wears multiple hats and is especially excited about D'Youville tennis.

D'Youville's current participation in the Allegheny Mountain Collegiate Conference (AMCC) will spur competition with local rivals, Medaille and Hilbert.



PROGRAM EMPHASIZES IMPORTANCE OF SPORTS FOR YOUNG GIRLS

Professor of health policy Dr. Don Sabo is pictured here offering a workshop with Mary Wilson, founder of *WNY Girls in Sports* and wife of the Buffalo Bills owner Ralph Wilson. They delivered a mini-workshop to eight consecutive groups of WNY girls about the meaning of Title IX and the importance of sports in girls' and women's lives. *WNY Girls in Sports* aims to get more girls involved with sports and physical activity. The Buffalo Bills have worked with Girl Scouts to develop the program, along with coaches and researchers from area colleges and universities. As research director for the Women's Sports Foundation, a national nonprofit educational and advocacy organization founded by Billie Jean King more than 35 years ago, professor Sabo brings his research expertise and policy knowledge to the table. He also directs D'Youville College's Center for Research on Physical Activity, Sport and Health.



DYC nursing student and mentor Yolande Francis takes Buffalo's mayor the Hon. Byron Brown's blood pressure during the Hispanic Health and Information Fair.

NURSING STUDENTS PARTICIPATE IN HISPANIC HEALTH FAIR

Several D'Youville College staff members and a nursing student represented DYC at the annual Hispanic Health and Information Fair in early fall at the Asbury Shalom Zone, Seventh and Jersey streets, on Buffalo's lower West Side.

Nursing Workforce Diversity (NWD), a federal grant program which supports DYC minority nursing students through a scholarship program and mentoring, and also works with local high school students, spearheaded the effort. Kristin Van Slyke, pre-entry coordinator, and Yvette Chaves, retention coordinator, staffed the DYC table.

Mary Evanco-Caryk, nursing recruiter, undergraduate admissions; Pamela Miller, clinical coordinator and assistant professor, School of Nursing, and Yolande Francis, a senior nursing student and student mentor in NWD's mentor program, provided blood pressure readings for fairgoers. One of their "customers" was Buffalo's mayor, the Hon. Byron Brown. In addition, Evanco-Caryk tested smokers for carbon monoxide and distributed smoking cessation materials and book covers promoting a healthy lifestyle.

The fair was sponsored by Hispanics United, a non-profit organization devoted to improving the lives of Hispanic citizens. Other groups participating in the fair included Big Brothers & Big Sisters of Erie County, Veterans Administration, Erie County Health Department, AIDS Services, Blue Cross/Blue Shield, Fidelis Care, U.S. Census and Heritage Centers.



GRANT TO COLLEGE SEEKS TO IMPROVE HEALTH CARE SERVICES TO ELDERLY

The family nurse practitioner program and the physician assistant department at D'Youville College have each received a three-year, \$18,000 grant from the Community Health Foundation of Western and Central New York to fund graduate student geriatric fellowships. The grants will be used to support students who are committed to working with older adults upon completion of their respective masters' degrees. Dr. M. Denise Mahoney Dunford '94, director of the family nurse practitioner program, and Dr. Maureen Forrester Finney '97, Ed.D. '08, chair of the physician assistant department, are the principal investigators of each of the grants.

Students who receive these stipends are required to participate in a series of teleconferences, research endeavors and colloquia focusing on geriatric care. The purpose of this grant is to improve the quality of health care services older adults receive who live in the Western and Central New York region. Inter-professional practice between health care disciplines was strongly encouraged in a recent Institute of Medicine (IOM) report. "Opportunities for NP and PA students to

work collaboratively in addressing the needs of older adults is a reflection of the 'real world' students will encounter once out of school," according to Dr. Dunford.

"Given the influx of geriatric patients in all medicine specialties, it is our hope that this grant opportunity will provide increased exposure and competence to our graduate students in an effort to meet the special needs of the geriatric population," Dr. Finney stated.

DR. KOWALEWSKI IS RECIPIENT OF AWARD AND GRANTS

Dr. Susan Kowalewski, assistant professor of business, was honored as one of 24 Women of Influence for 2009. The award was sponsored by *Business First-Buffalo*.

Susan serves as second vice president for the Buffalo World Trade Association (BWA) and as chair of its scholarship committee. She is also a member of the American Association of University Women (AAUW) and the Society for Human Resource Management.

She recently received a grassroots grant from the AAUW Buffalo Branch to initiate a leadership program at Mount St. Mary's Academy as well as a grant with Dr. Arup Sen, chair of the business department, related to microenterprises and financial literacy. ■

THE DYC

innovators

The new scholar/administrators of four major areas of professional study at DYC – pharmacy, nursing, education and chiropractic – share with us innovative approaches to these individual fields. Their academic philosophies, intellectual insights, personal ethics and occasional humor show us what lies ahead for many of our D’Youville students.

From student pharmacists to practicing professionals:

Dean outlines how curriculum will prepare graduates to accept patient responsibilities

Gary P. Stoechr, PharmD
Founding Dean, School of Pharmacy

Don Novello, famous 1970s writer and comedian, is probably best known for his appearances on the iconic television show “Saturday Night Live” as Father Guido Sarducci, Vatican reporter. Capitalizing on the popularity of the show and his character, Novello toured college campuses dressed as the Roman Catholic priest. In his comic routine, Father Sarducci proposed a new university, “The Five Minute University,” a school designed to be a more efficient and less costly alternative to the traditional university.

Students who enrolled in Father Sarducci’s Five Minute University would learn only what average college graduates remember five years after graduation. For instance, an economics course would be reduced to two concepts: supply and demand. Likewise, a business course would teach students to “buy something and sell it for more.” Father Sarducci argued that a college education was primarily memorization that was “parroted back” on tests, and that by focusing only on those memorable concepts, a university education could be reduced to five minutes, including spring break and a graduation photo!

There is much truth to Novello’s observations. College graduates don’t remember much from their classes five years after graduation, and the curriculum often overemphasizes rote fact memorization. College professors, many of whom have a profound impact on their students, often fail to realize that their lasting legacy likely will have little to do with the content they present in class and much more to do with the life lessons they impart to their students.

As a student pharmacist, I completed courses and laboratories in general chemistry, organic chemistry, analytical chemistry, analytical pharmaceutical chemistry, biochemistry, toxicology, and medicinal chemistry. And despite more than ten terms or so of chemistry courses and laboratories, my clearest recollection from these courses is a statement that my medicinal chemistry professor made: “If you can’t explain a concept to a child in kindergarten, then you probably don’t know it very well yourself.”

For some reason, that statement struck me as truth and has stuck with me to this day—and that’s the way education works. Although there is much content to be learned and even some memorization of facts, the most important and most memorable lessons are those lessons that last for an entire lifetime.

As the founding dean of the D’Youville College School of Pharmacy, I am privileged to be working with an experienced leadership team and a young faculty to plan the curriculum and identify those truths that our graduates must learn and remember long after graduation. Shortly after the School of Pharmacy’s leadership team arrived on campus, we met to discuss the school’s mission, vision and values. These discussions lasted many hours and led to a shared vision that has provided the foundation for our organizational and curricular planning.



Through our deliberations, we have outlined plenty of content, concepts and basic information about drugs and diseases that our student pharmacists must learn in order to graduate. Students must possess knowledge of the biomedical sciences, normal and abnormal physiology, drugs and diseases, health systems, health policy, health information, the psychosocial aspects of health care, communication skills and the application of knowledge to solve problems associated with drug therapy.

Moreover, our leadership team agreed that in order to equip our graduates with the knowledge, skills and attitudes needed to provide patient-centered care to a diverse population we will need to integrate classroom instruction with professional experiences to foster students' personal and professional growth. We are determined to develop the type of student-centered curriculum and experience that historically has been the hallmark of a D'Youville education. However, it is the lasting memories and life lessons that we have been working the hardest to develop and incorporate in our curriculum.

So it makes sense to ask the question, "What should a student pharmacist remember five years after graduation?" And, as pharmacy educators, what are those lasting lessons that will carry our graduates through a career that will likely span 40 years or longer, and how do we teach them so that they are remembered?

To realize the vision that we outlined in our deliberations, D'Youville School of Pharmacy graduates must learn the important life lessons that will prepare them for successful careers as pharmacists. The most important lesson is understanding the responsibilities that accompany their decision to become pharmacists. These responsibilities involve the duties and moral obligations of the pharmacist—not only what the pharmacist *can* do, but also what the pharmacist *should* do. Pharmacists must embrace myriad responsibilities: to their patients, to other health care professionals, to society, and to their profession, and our graduates must develop an understanding of these responsibilities.

In order to accept their professional responsibilities, students must first learn the distinction between a profession and an occupation. Traditionally, professions differ from occupations through their focus on specialized knowledge, self-regulation, a degree of autonomy, a code of ethics, and the altruistic delivery of individualized service. In contrast, occupations focus on the delivery of a product or service to a customer. Moreover, the relationships between patients and professionals are covenantal, implying foundations of trust and faith, whereas the relationships established in occupations are commercial and motivated by profit.



As the practice of pharmacy evolves from a product-focused to a patient-focused model, this distinction of being pharmacy professionals becomes even more critical. The new pharmacy-practice model requires pharmacists to take responsibility for addressing patients' drug-related needs so that patients receive the optimal benefit from their drug therapy. Today's pharmacists must collaborate with other

health practitioners to develop therapeutic regimens that are both effective and safe. Pharmacists also must ensure that patients understand their prescription directions and suffer no harm from the regimen. To function in the new practice model, graduates must learn that their professional responsibility only begins when prescriptions are dispensed.

The graduates who fill those positions must understand that their primary professional responsibility requires service to their patients, communities and profession. Providing

individualized service is the essence of a profession, and the faculty must create an academic culture that values service and responsibility for one's actions. Graduates who fail to learn the need to serve others may become technically competent but will never be able to fulfill the profession's mission of delivering patient-centered care.

D'Youville pharmacy graduates must also learn that in order to meet the profession's mission of service to patients, they have a responsibility to be lifelong learners. New drugs and new treatment regimens are introduced each year, and old treatment regimens are constantly revised based on new evidence. Successful pharmacists employ best practices and new techniques to care for patients at their practice sites; however, these best practices often are developed after completion of the pharmacist's formal education.

As pharmacy educators, we cannot predict the future care landscape for our students but we can arm them for success by instilling the need for lifelong learning. Pharmacists who are lifelong learners adapt well to the evolving patient care environment because they identify learning needs, find resources to meet the need, then assess their progress toward filling the learning gap. Thus, the responsibility to maintain professional competence requires graduates to constantly upgrade their knowledge and skills.

The School of Pharmacy faculty will teach our students to find and evaluate information and assess their progress in meeting a self-identified learning need. But in the end, students must learn that it is their responsibility to keep up with their profession. The desire to pursue lifelong learning requires a questioning attitude, natural curiosity and a love for learning—behaviors that cannot be taught in textbooks. Our students will have to realize the need to maintain their competence by observing and modeling the behaviors of their faculty and preceptors.

Following graduation, D'Youville-trained pharmacists will need to develop strategies that enable them to recognize and adapt to changes in technologies, practice and the health care system in order to provide the best care for their patients. To stay abreast of new developments the faculty will emphasize the benefits of networking with colleagues through attendance at professional meetings, participating in professional organizations and reading professional journals not only for D'Youville graduates to maintain their competence as practitioners but also to advance the profession.

Teaching responsibility, as any parent knows, is not easy because it must be learned through experience. Parents love and nurture their children, gradually withdrawing parental supervision until their children are capable of taking on more and more responsibility. This same process will be used to teach D'Youville student pharmacists to accept responsibility for patient care.

Initially, students will be placed in situations where they primarily observe a preceptor. As they progress in the curriculum, gaining knowledge and experience, students will be expected to assume greater responsibility for patient care. As they become more involved in delivering patient care, they will gain confidence and then can accept even more responsibility.

After completing nearly 2,200 hours of experiential education in their four years of study, D'Youville students will have well over the minimum hours required to meet accreditation standards. These hours will be closely linked to the knowledge, skills and professional behaviors taught in the classroom. By graduation, students will have developed a professional identity that prepares them to enter practice and assume all of their career duties.

Five years after completing their formal education, what should D'Youville School of Pharmacy graduates remember? They should remember that their education continues after graduation and that they have a responsibility to serve not only their patients, but also their community and profession. ■

SELECTIVE CURRICULUM VITAE

GARY P. STOEHR, PHARM D

EDUCATION:

1978

PharmD

Duquesne University – Pittsburgh, Pa.

1975

Residency

Duke University Medical Center Hospital
Pharmacy – Durham, N.C.

PREVIOUS POSITION:

2005-2008

School of Pharmacy, University of Pittsburgh –
Pittsburgh, Pa.

Associate Dean for Assessment and Curricular
Outcomes

1994-2005

School of Pharmacy, University of Pittsburgh –
Pittsburgh, Pa.

Associate Dean for Student & Academic Affairs

1979-1985

School of Pharmacy, University of Pittsburgh –
Pittsburgh, Pa.

Assistant Professor, Department of Pharmacy
and Therapeutics

AWARDS:

2005

Pharmacist of The Year, Pennsylvania Society
of Health-System Pharmacists

1999

Recipient of The Chancellors Distinguished
Teaching Award
University of Pittsburgh

PUBLICATIONS:

StoeHR GP, Lu S-Y, Lavery L, Vanderbilt J,
Saxton JA, Chang C-C H,
Ganguli M: Factors Associated with
Adherence to Medication Regimens In
Older Primary Care Patients: The Steel
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Rodriguez EG, Dodge HH, Birzescu MA,
StoeHR GP, Ganguli M. Use of Lipid-Lowering
Drugs in Older Adults With and Without
Dementia: A Community-Based Epidemiologic
Study. J Am Geriatr Soc 2002; 50:1852-1856.

CAREER HIGHLIGHTS:

2001-2008

Past National President, Rho Chi Society,
Pharmacy's Honor Society

1979-1981

Western Pennsylvania Society of Hospital
Pharmacists
Board Member at Large

New Perspective, New Horizons:

School of Nursing Dean Discusses Its Future

Judith H. Lewis, Ed.D.
Founding Dean, School of Nursing

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Since the inception of its nursing program in 1942, D'Youville College has provided leadership in nursing education. As one of only two baccalaureate nursing programs in the Buffalo area, it makes sense that it continues the D'Youville College tradition of excellence in education and has become a leading force in nursing education in Western New York. As it moves into a new era in the College history, it will continue to provide Western New York with innovative quality nursing education and competent nurses who provide expert care at the bedside and leadership as advanced practice nurses.



D'Youville College is moving towards university status. Part of this effort involves strategically structuring its programs for growth. Out of this effort has come the transition of the department of nursing to a School of Nursing. I was fortunate to join the D'Youville College community as a dean beginning July 2009. In the few months that I have been here it is obvious that this is the right move. The School of Nursing faculty members are making significant contributions that demonstrate their expertise as educators and practitioners. We have begun a process of reviewing the School of Nursing vision, analyzing our current program offerings and developing a strategic plan. The School of Nursing has experienced tremendous growth. Total enrollment has increased by 65 percent since 2005. We will be planning a structure that will allow us to foster faculty and staff development and to manage effectively the enrollment to ensure continued quality programming.

Two new graduate programs are on the horizon. The doctor of nursing practice has been approved by the College's governance structure and submission of the application for approval by the New York State Education Department was scheduled for winter 2010. During the spring semester, we will be developing a clinical nurse leader program. This is a new role at the master's level that prepares graduates as advanced generalists to provide leadership at the bedside. They are characterized as "lateral integrators" and guide quality, safety and evidenced-based practice. We have also

received state approval to transcend the BS program for RNs to an online format. This change is planned to respond to the needs of practicing RNs who often find it difficult to attend classes. It is hoped that this online format will make our program more accessible and remove barriers that RNs experience in advancing their education and expanding their nursing practice.



Faculty members have been busy developing innovative programs to enhance the opportunities for our students. During the fall semester, D'Youville began its first experience with Dedicated Education Units (DEU) in partnership with Kaleida Health. We used a medical surgical unit at Buffalo General Hospital and maternity unit at Millard Fillmore Suburban. The DEU is a concept that began in Portland, Ore., that creates a partnership with practicing nurses to provide clinical experiences for student nurses. Students are assigned to staff nurses who have completed training as preceptors and are designated as clinical instructors. School of Nursing clinical faculty members are on the unit to assist students in critical thinking, clinical decision making and the application of theory to practice. Feedback on the DEU has been unanimously positive. Students have more opportunity to become engaged in procedures and treatments and by working with their clinical instructors have a more realistic view of the role of the nurse. The clinical instructors are able to contribute to the educational experience and have found that they enjoy the educator role. Faculty can spend more time with individual students working through clinical situations. There have been no reports in the literature about DEUs on specialty units, so the School of Nursing has become a model for how to implement successfully the DEU on these types of units. Negotiations are now underway with two other Western New York health care systems to expand the use of DEUs. Our plan is for every student to have at least one DEU experience during the program (*pictured above*).

Incorporation of technology is essential in today's health care environment. To that end, faculty members began piloting the use of iPods for the clinical students. Again, this has been successfully embraced by students and faculty. Based on the evaluations, increased use and full integration into the curriculum is under consideration.

The School of Nursing has a long history of strong partnership with community health care systems. In line with this is a new initiative with Kaleida, who is providing support for one of our faculty to develop a nurse residency program. This effort is a win-win situation for nursing education programs and for the health care systems. Nurse residency programs provide focused orientation for new graduates. The orientation period is extended to allow the new graduate to transcend successfully to the role of a practicing nurse and become part of the culture of the organization. Mentoring and support are provided throughout and extend beyond the formal program. Health care systems with these types of programs show significant improvement in recruitment and orientation.

Guided by the D'Youville College commitment to the community, the School of Nursing, in conjunction with the Government Action Professionals group, invited health care system and nursing education leaders to a nursing forum to look at the issue of the nursing shortage, and to prepare a legislative agenda for federal government representatives on how to resolve it. The program included a presentation of the current health care environment, a description



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EDUCATION:

1991
Ed.D. in Educational Administration
University of Cincinnati, College of Education –
Cincinnati, Ohio

1977
MS
Ohio State University School of Nursing –
Columbus, Ohio

PREVIOUS POSITIONS:

2003-2009
University of Detroit, Mercy McAuley School
of Nursing – Detroit, Mich.
Associate Dean and Chair

2000-2003
University of Akron College of Nursing –
Akron, Ohio
Associate Professor & Director

2000-1998
Marquette University College of Nursing –
Milwaukee, Wis.
Associate Dean for Administration & Practice

RESEARCH:

Project Director, Grant Proposal:
Accelerated Option for Baccalaureate
Preparation in Nursing
Program funded for three years \$640,000

Project Director, Interdisciplinary Model for
Nurse Educator Preparation
Program funded for three years \$486,329

CAREER HIGHLIGHTS:

1998-present
Site evaluator, Commission on Collegiate
Nursing Education

1995-present
Consultant
Teaching master's program and program
evaluation to schools of nursing

of the nursing shortage, and a panel from the major health care systems that presented best practices in the provision of nursing care in the context of the current shortage (*pictured above*). During lunch, Congressman Brian Higgins presented the government's progress on federal health care reform. In the afternoon, small groups developed specific strategies and initiatives that will become the basis of an action plan for a legislative agenda to overcome the shortage. Participants were provided with a report of the event. A white paper outlining the agenda is being developed.

In addition to implementing the programs, faculty have been busy completing doctoral study and contributing to the profession through scholarship. As we increase the number of faculty with doctorates, we will embark on a school-wide effort to foster and facilitate greater involvement in research. In the next academic year, our efforts will be directed at the provision of resources and support for faculty to develop career research trajectories. We have been approached by and are involved with two health care systems to collaborate on research efforts. We are also looking at the relationship between participating in the DEU experience and critical thinking and plan to begin to look at the effect of technology enhanced simulation on teaching/learning and the impact on the faculty role. Increased focus on faculty research is part of the College's and the School of Nursing's strategic plans and has led us to consider the possibility of the development of a center for nursing research.

As we move forward, we will build on this base of innovation, excellent faculty, involved students and a mission of quality and commitment to the community to formulate a structure that will ensure growth. The next years are going to be exciting and will require hard work and tremendous effort, but based on the quality that I have observed in the School of Nursing, there is no doubt that we will be successful and continue the long tradition of excellence at D'Youville College. ■

A Question of Cultures:

Reflections on Leadership, Innovation and Power

David M. Whitehorse, Ed.D.
Founding Dean and Professor,
School of Education

When I was contacted by *D'Mensions* in October about contributing to this issue, I was somewhat taken aback. Accustomed to writing more scholarly or professional articles in my field, I actually did not know how to approach this request, especially since I tend to process more in an intellectual as opposed to personal context. I was asked to relate my vision for the School of Education (SOE), my leadership style, and what innovations I would bring to the school and College. Having met many singularly impressive colleagues here, with their own visions and innovations, I was, and am, unsure of how I might contribute something of interest or value in this highly personalized publication. In short, how could I appropriately add my own dimension to D'Youville's *D'Mensions*?

SOME CULTURAL CONTEXTS ■ I generally am not comfortable talking about myself, nor am I comfortable writing about myself. Culturally-mandated modesty plays into this lack of comfort to some degree, as it is inappropriate in our Native tradition to laud one's own accomplishments without crediting the communal elements of our culture, such as support from elders, family and Nation. In aboriginal contexts, it is more about the *we* than it is about the *me*.

The discomfort with talking about myself is also a manifestation of being *fixed* in memory (the oral tradition). Writing about myself connotes being fixed in print (the literary tradition). By fixing myself in either of these constructs, does it mean I am constrained? Is some piece of me captured? Some might think of the analogous, but stereotypic: "If you take my photo, you will steal my soul" type of comment that often serves to explain cultural difference, and to some extent rationalizes a reluctance to reveal one's inner or cultural self. Perhaps that is not really the case here. More to the point, I was reared with a traditional Native (for some Nations) idea, that for however long I walked our Earth/Mother, I should leave *no tracks*. Having the core of oneself fixed in memory or in print is generally leaving many, many tracks. Scholarly writing leaves tracks as well, it may be argued, but they are more the tracks of the public dialogue in the profession, than of the individual. However, I surmised, "I've been well socialized in the mainstream United States culture and, I've been in academe for over 30 years: I can do this!"

I joined D'Youville in July, leaving San Diego where I had lived more on than off, since 1960, the year I went on active duty with the Marines. I had retired from the California State University system, but retirement was not providing the day-to-day challenge, motivation



SELECTIVE CURRICULUM VITAE DAVID MICHAEL WHITEHORSE, ED.D.

EDUCATION:

1992
Ed.D. in Education Leadership
Northern Arizona University – Flagstaff, Ariz.

1992
Ed.S. in Education Leadership/Administration.
Point Loma Nazarene University –
San Diego, Calif.

1983
MA in Urban and Regional Planning.
University of Hawaii at Mano'a – Honolulu, Hawaii

PREVIOUS POSITIONS:

2007-2009
Health Education and Research Society,
Incorporated
Chief Administrative Officer

2001-2003
Graduate School of Education,
Alliant International University –
California, USA
Systemwide Director of Educational Leadership
and Innovative Reform

1994-1997
College of Education, CSU San Marcos –
San Marcos, Calif.
Director of Professional Programs/Associate Dean

CAREER HIGHLIGHTS:

2004-Present
Designated Professor Emeritus of Education
California State University San Marcos, Calif.

1999-2004
Member, Standing Committee – American
Association of Colleges for Teacher Education
(AACTE)

1996-2002
Board of Examiners, NCATE Accreditation
Committee

2002-1999
Member-at-Large, Board of Directors,
National Association for Multicultural
Education (NAME)

1985-1987
Pauma/Yuima Band of San Luiseño Mission
Indians – Pauma Valley, Calif.
Tribal Administrator

1960-1976
United States Marine Corps.

and excitement of exercising a leadership role in academe, so I chose to accept the position I was offered here. The cultural shifts were pronounced, but one more so than the rest. D'Youville's unique, insular and self-validating college culture is radically different from any other academic institution I have experienced. I liken joining D'Youville to the time(s) I left the Reservation (Rez) experience to live and work in the larger society: It was akin to being an immigrant in my own country. How was I going to tailor my three decades of experience to this unique and somewhat insular cultural context? How was I going to fit my fused-bicultural, Lakota/Irish self into this very different, and very particularistic living and working environment? How, in addition to **management** of the everyday of a new School of Education could I help create a culture of **leadership** in that selfsame school, where leadership had, heretofore, been a challenge in both practice and perception? Lastly, the question was raised about how new ways of doing things at the school level would *fit* with accustomed ways of doing things at the College level?

CULTURAL LEADERSHIP AS PROCESS ■ The answers to those questions rest largely in how one defines what I was hired to do, i.e., lead a department of education in the process of *becoming*, as is the case with a new School of Education. The majority of definitions of leadership stem from individual constructs: Machiavelli, von Klauswitz, Goodlad, Sergiovanni or Fullan to name a few. Or they come from more collective schools of thought such as structural-functionalism, command and control, the human relations model, transformational leadership, leadership as stewardship, or servant leadership. In most cases, these definitions are relatively *fixed* within comparative frameworks and often are perceived to exist on a continuum that extends from *rigid* (Machiavelli, von Klauswitz) to *loose* (Fullan, Cartwright, Vaill). I, on the other hand, adhere to none of these models, or maybe I apply elements of all of these models, depending on the particular requirements of the leadership challenge.

The more rigid definitions of leadership portray the concept of leadership and leadership's practice in the following light:

After all, since childhood, we have been conditioned to view leadership in a much tougher, more direct light. The media portray leaders as strong, mysterious, aloof, wise and all powerful, Lawrence Miller (1984) explains:

Problems were always solved the same way. The Lone Ranger and his faithful Indian companion (read servant of a somewhat darker complexion and lesser intelligence) come riding into town. The Lone Ranger, with his mask and mysterious identity, background and lifestyle, never becomes intimate with those whom he will help. His power is partly in his mystique. Within ten minutes the Lone Ranger has understood the problem, identified who the bad guys are, and has set out to catch them. He quickly outwits the bad guys, draws his gun, and has them behind bars. The helpless victims are standing in front of their ranch or in the town square marveling at how wonderful it is now that they have been saved, you hear hoofbeats, then the *William Tell Overture*, and one person turns to another and asks, "but who was that masked man?" And the other replies, "Why, that was the Lone Ranger!" We see Silver rear up and with a hearty "Hi-yo Silver," the Lone Ranger and his companion ride away.

It was wonderful. Truth, justice and the American Way, protected once again. What did we learn from this cultural hero? Among the lessons that are now acted out daily by *managers* (leaders? Emphasis added) are the following:

- There is always a problem down on the ranch [the school] and someone is responsible.
- Those who got themselves into the difficulty are incapable of getting themselves out of it. "I'll have to go down or send someone to fix it."

- In order to have the mystical powers needed to solve problems, you must stay behind the mask. "Don't let the ordinary folks get too close to you or your powers may be lost.
- Problems get solved within discreet (sic) periodic time units, and we have every right to have them solved decisively.

These myths are no laughing matter. Anyone who has lived within or close to our corporations [or schools] knows that these myths are powerful forces in daily life. Unfortunately, none of them bears much resemblance to the real world [pp. 54-55].

My initial interactions with many of my colleagues in the School of Education were constrained by those myths. I sensed concerns for authoritarian models and rigidity. Colleagues who knew of my Marine Corps career evidently expected more of the command-and-control scenario than what they soon would experience. Most expected distance and reserve, rather than closeness and the sense of community.

My perception of leadership, cultural leadership as I define it, is closer to the servant model or stewardship model. It is based on cultural principles that undergird traditional Lakota, and to some extent, traditional (pre-Roman) Irish leadership practice. I don't want the notion of *principles* to be mistaken for *principled* or *moral* leadership, as those terms have been appropriated and co-opted, in many contexts, by the conservative political right. In some sense, the leadership notions of stewardship and servant (to the greater good) have an aspect of *aboriginality* at their base: They are linked to the interactive power of people and place.

Imagine, if you will, cultural leadership based on the principles of integrity, courage, endurance and generosity. These principles or their cognates guide Lakota, and many of the Native (First) Nations of the world. These principles have correspondence with the four cardinal directions, sacred colors, and eras of individual and group existence:



they, together, comprise the Medicine Wheel which is, among other things, a model of the cosmos as well as a model of consensually determined life ways. This model is situationally-based, process-oriented, consensual, honest and accountable to the group.

In this model, there is not always something wrong, and if there is, responsibility is largely shared. If there is something right going on, then responsibility for that is shared as well. Similarly, fixing it, if it is in need of such measures, is the responsibility of the group not the often paternalistic outsider: "I know what's best for you, so do it my way" has not and will not work in the best interests of the stakeholders. Stakeholders have a vested interest in getting it right, and given resources and guidance are capable of effecting necessary change on their own. There is no hierarchy between leaders and followers. Power is not appropriated, or consolidated by individuals, it is shared. Solving issues is not mystical, nor must one separate oneself by means of masks, whether it be physical or symbolic. Everybody in the group has the potential for leadership; therefore, it is in the group's interest to nurture leadership for and by all. Lastly, leadership is ongoing, not temporally

discrete. . . it is circular, if you will. What goes around, comes around. If your most important principle is generosity, as it is in Lakota culture, leadership is about sharing with the *we*, not appropriating for the *me*.



INNOVATION ■ I'd like to address the notion of innovation by first framing it in what I know about the faculty in the School of Education. They are intelligent, dedicated, motivated and committed to making our SOE a school of service to students and the profession, academic excellence and intellectual vitality. If something appears in the mission statement of the school or the College, our faculty are overwhelmingly supportive of it. Due in large

measure to the professional dispositions of these faculty, I would serve in the academy with each and every one of them, any time, any place, especially here where they, individually and collectively are most needed.

Given that understanding, the capacity for innovation exists in all members of the SOE, it is not delivered by the dean. What **I** bring to the table is a range of diverse experience, some proven practices, maybe even some best practices: the **SOE** will determine if those practices are applicable in this context. The role of the person(s) in the leadership position(s), is to help, guide and nurture the establishment in an environment where innovation is possible and valued. What we have accomplished to date in the SOE that is innovative, is our method of dealing with issues in a shared-governance structure. By consensus, we have created a structure that promotes different ways of approaching the decision-making process. As example, we have begun to deal with **if-then** propositions. "**If** this variable occurs, **then** this will result." Innovation (the application of different *tools* to the tasks at hand) occurs when we tweak the variables to produce different results. Structurally and procedurally we have created or added numerous tools to our operational inventory. The ongoing challenge is to continue to select the most appropriate means to move us toward achieving our goals. We will not get better results by doing more of the same things: we must innovate, based on the data we are presented, our collective intellect and communal assets, and our commitment to serve the whole rather than the sum of its parts.

POWER ■ The contemporary leadership literature is replete with the term *empowerment* usually referring to a leader conferring power on someone in order that that person can implement something or accomplish an objective or goal. This use implies a hierarchical relationship between *leader* and *follower* and reproduces the notion of the benevolent but paternalistic outsider: this reifies and entrenches the Lone Ranger (sole leader) conception of leadership as power.

In cultural leadership, everyone holds power in his own right and on his own merit. It is the responsibility of the system of leadership to foster the exercise of individual and collective power for the greater good.

Given this radical, if not polarized conception of cultural leadership, how does one attempt to implement a new model within the structure of the existing older model? How does one rationalize and merge the changing forces of evolution and revolution? Is this the rationale for hiring someone with my knowledge, behaviors and dispositions for change, effectiveness and accountability under the aegis of leadership? I know I did not join the D'Youville College community because I had all the right answers. My trust is that I, and my colleagues in the School of Education and the College-at-large, will be able to continue the professional dialogue, and ultimately be able to raise the right questions. That, after all, is where leadership begins. ■

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Chiropractic Education in the 21st Century:

Interdisciplinary & Evidence-Based Practice and Service Learning

Kathleen L. Linaker, DC, DACBR
Executive Director, Chiropractic Programs

The Institute of Medicine's 2001 report *Crossing the Quality Chasm: A New Health System for the 21st Century*¹ identified the need for an interdisciplinary approach to health care in light

of the changing needs of the American public. Our increasing life expectancy has resulted in an increase in the incidence and prevalence of chronic conditions. In order to achieve the best possible patient outcomes, health care practitioners will need to work together to address the overall needs of our patients. Historically the chiropractic profession, like most health care professions, has been comprised mainly of "solo" practitioners, working virtually isolated from other providers. Over the last few decades, this has begun to change, and now a large number of chiropractors work in interdisciplinary settings, including group practices, hospitals and clinics.

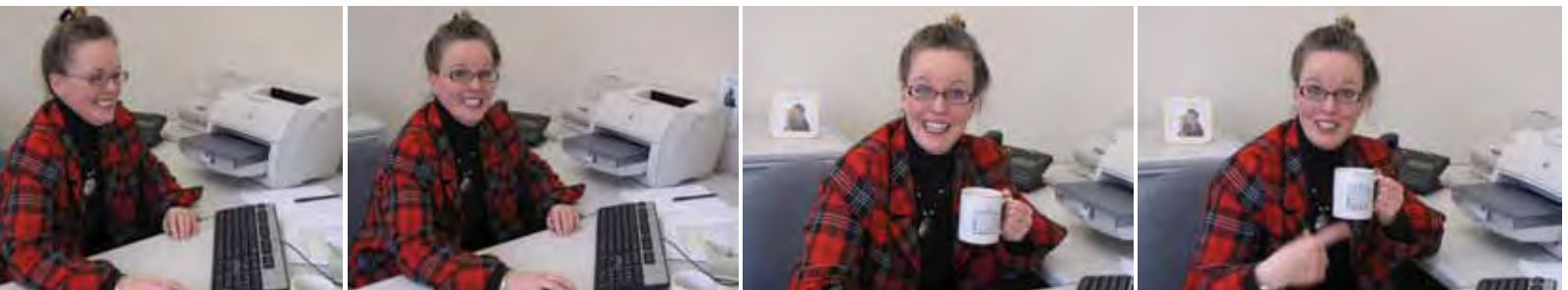
I have been fortunate in that I have had opportunities to practice in several interdisciplinary offices. I was an associate at Physical Medicine Associates (PMA) in Naperville, Ill., for several years. This clinic employs a physiatrist, a general practitioner, several chiropractors and physical therapists. The clinic also offers nutritional counseling and acupuncture, and is a peripheral neuropathy care center providing care to a large diabetic population. In this very successful model, practitioners work together to provide care for patients for a wide variety of chronic and acute conditions. This patient-centered model results in more comprehensive care for the patient and simultaneously creates a positive work environment for practitioners. The Institute of Medicine recommends this model of health care to address the increasing demand for care of chronic conditions, and chiropractic is an important part of such interdisciplinary health care teams.

Chiropractors are also becoming integrated into other mainstream health care educational settings. Chiropractors are teaching classes at medical schools, osteopathic colleges and other health care educational institutions. I have had the opportunity to teach classes on advanced diagnostic imaging to nurse practitioner students at RUSH University in Chicago and to teach low energy phototherapy to podiatrists and physical therapists in Canada and the United States. Similarly, physical therapists and other practitioners are now teaching classes to chiropractic students at institutions worldwide. Health care institutions are embracing the notion of interdisciplinary health care and are beginning the process of creating true interdisciplinary education. For example, Northeastern Ohio University recently began an integrated pharmacy and medical curriculum. Three of their faculty members published a short paper, *Interdisciplinary Healthcare Education: Fact or Fiction?*² that discusses the issues and difficulties that surround interdisciplinary health care education. The authors argue that while there are numerous challenges, they are not insurmountable if they are embraced at all levels of an institution. My experience has



led me to believe that they are correct in their evaluation. Health care providers must begin to embrace an interdisciplinary approach to health care from early professional education through to clinical practice.

I believe that chiropractic health care providers and educators should also seek opportunities to provide service to others. For instance, for about five years or so I would take interns to work at the AVON Three Day Walk for Breast Cancer in Chicago. There we would provide care to the participants of the event, most of whom had suffered a loss due to breast cancer. It is an emotionally charged event that spans three days and challenges all participants—including the chiropractic interns—physically, emotionally and mentally. Without fail, the



interns reported that this event was one of, if not the most, meaningful aspects of their clinical education. It allowed them to apply their training in a purposeful way and receive feedback on their performance from the supervising clinicians and the patients in a very positive atmosphere. This experience exemplifies service learning and the effect that it can have on students and their ability to apply their training in a meaningful way.

Probably the best opportunity I have had to combine interdisciplinary health care and service learning was while volunteering as a clinician at the AIDS Alternative Health Project in Chicago. I provided supervision to chiropractic interns at a clinic dedicated to providing care to HIV-positive and AIDS patients. This afforded the interns not only service learning experience but also the opportunity to work hand in hand with physical therapists, occupational therapists, massage therapists, acupuncturists, psychologists, dietitians, a shaman and other spiritual advisors in caring for the clients at the center. Interns were actively involved in the long-term care of the patients, in educating the patients about lifestyle choices and treatment choices for their musculoskeletal conditions. The service learning aspect of this setting was extremely powerful for the interns, many of whom continue to seek opportunities to provide service though volunteering their professional services.

Evidence-based medicine (EBM) as defined by David Sackett is “the conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based medicine means integrating individual clinical expertise with the best available external clinical evidence from systematic research.”³ This means that we as health care providers must keep abreast of the research being published in our areas of practice; we need to know how to evaluate articles critically and adapt that knowledge into our daily practices. Practicing EBM allows us continually to improve our clinical skills and provide the best care possible. This skill is becoming increasingly important as our health care system continues to demand accountability and third-party payers dictate protocols that maximize the efficacy of treatment. This is true at all levels of our health care system in North America.

1 Institute of Medicine. *Crossing the Quality Chasm: A New Health System for the 21st Century*. Washington, DC: National Academy Press; 2001.

2 Allen D., Penn M., Nora L. *Interdisciplinary Healthcare Education: Fact or Fiction?* American Journal of Pharmaceutical Education. 2006 April; 70(2): 39

3 Sackett D., et al. Evidence based medicine: what it is and what it isn't. *BJM*, 1996. 312(7023):71-2

D'Youville College embraces all three of these foundational concepts in their doctor of chiropractic program, in both the academic and clinical settings. Our interns participate in patient care at the Buffalo Spine and Sports Institute (BSSI) with John Meechan, DC. This interdisciplinary clinic employs physical therapists, chiropractors, physician assistants, medical doctors and osteopathic doctors. The allopathic physicians include: physiatrists, orthopedic surgeons, functional medicine specialists and an internal medicine specialist. The patients at BSSI have often sought care at other clinics and have tried many other treatment options. This creates a challenging clinical setting for the health care practitioners and for our interns. At BSSI, patients often see more than one practitioner during the course of their care depending on their clinical needs. The practitioners all respect each other and work well together for the benefit of the patients. As part of this cooperative approach, our chiropractic interns are able to experience clinical observation of spinal surgeries.

Our interns experience an interdisciplinary setting aimed at addressing the mental, physical, spiritual and social aspects of chronic pain patient management at Erie County Medical Center (ECMC). The pain management group at ECMC includes functional medicine practitioners, physiotherapists, chiropractors, occupational therapists, energy workers, behavior management counselors, and instruction in Tai Chi and ballroom dancing. This hospital setting also allows our interns the opportunity to interact with medical residents, and to observe diagnostic procedures and the management of in-patient treatment protocols.

Good Neighbors Health Care (GNHC) provides individuals of lower socioeconomic status who do not have health insurance access to medical, vision, chiropractic, dental and counseling care through the use of volunteer health care workers. The mission of GNHC fits well with D'Youville College's service mission and this setting helps our program fulfill D'Youville's Mission to "teach students to contribute to the world community by leading compassionate, productive, and responsible lives." D'Youville College faculty and interns provide chiropractic care at this clinic two days a week. Our program actively seeks out other service learning opportunities in the area, such as the recent Extreme Home Makeover project, in order to provide settings in which the interns can use their professional skills to serve the community. We encourage the interns to spend time reflecting on these experiences and encourage them to pursue service opportunities after graduation.

Evidence-based practice is ingrained in our program in both the academic and clinical settings. We endeavor to provide our graduates with the skill necessary to be lifelong evidence-based practitioners. The students have embraced this concept and have created a journal club in order to practice reviewing articles in an interactive and supportive setting. They bring in guest speakers and researchers to discuss various musculoskeletal articles in order to improve their abilities to understand the strengths and weaknesses of research studies and to incorporate the information into the clinical setting. ■

SELECTIVE CURRICULUM VITAE KATHLEEN L. LINAKER, DC, DACBR

EDUCATION:

Ph.D. Candidate
Educational Leadership and Policy Studies
Loyola University – Chicago, Ill.

1999-2001
Radiology Residency
National University of Health Sciences –
Lombard, Ill.

1997
Doctor of Chiropractic
Northwestern Health Sciences University –
Bloomington, Minn.

PREVIOUS POSITIONS:

2008-2009
Canadian Memorial Chiropractic College –
Toronto
Director, Radiology & Associate Professor

2005-2008
Life University – Marietta, Ga.
Director, Clinic, Radiology & Associate Professor

2003-2005
Physical Medicine Associates & Orthocore –
Naperville, Ill.
Radiologist, Clinician, Consultant and Lecturer

CURRICULUM DEVELOPMENT:

Canadian Memorial Chiropractic College –
Canada
Life University – USA
McTimoney College of Chiropractic – England
Loyola University – USA

PUBLICATIONS:

Clinical Chiropractic, Volume 6, Issue 2
The British Journal of Chiropractic, Volume 5,
Number 3

CAREER HIGHLIGHTS

2005-present
American College of Chiropractic Radiologists
Chair, Academics Committee

2003 & 2004
Awarded "Instructor of the Trimester"
National University of Health Sciences

2000-2005
Supervising Clinician:
AVON 3-Day Walk For Breast Cancer
Susan G. Komen Breast Cancer 3-Day Walk
Tanqueray AIDS Ride

BOOK
In the
making

W ABOUT THE BOOK

When expectant or new parents learn that their baby has Down syndrome, the fear and grief can be crippling. These parents find themselves in a world of specialists and literature that outline limitations, challenges, and lowered expectations for their child, which are often times based on stereotypes and outdated ideas. Instead of holding a new life in their arms and dreaming of the future, these new parents look at the future with trepidation and wonder how this child will find his way.

REDEFINING DOWN SYNDROME

Authored by
Geraldyn Spiesz '94

Future Projects:

Development of an Occupational Therapy Protocol for the Immediate Postnatal Period of a Newborn with Trisomy 21.

The vision is to have a positive and proactive occupational therapy protocol in place that is triggered by an automatic referral when a baby is born with Trisomy 21. Educating the parents on issues such as positioning, sensory information, and oral motor issues in a positive and easy "hands-on" way will directly benefit the newborn's development. It also gives parents power to affect change and creates optimism about their child's future that is still sadly lacking today in the way many professionals view Trisomy 21. In addition, early intervention services usually are not started until somewhere in the third month of life. These three months are critical to family integration, bonding issues and baby's early skill development.

Redefining the Reality of Down Syndrome: Baby's First Year and Beyond is being written specifically for new and expectant parents of infants with Down syndrome. The book connects with the reader through a series of personal reflections, demonstrating a clear understanding of emotional and family issues the reader may be experiencing in the first days after receiving a diagnosis. Complementing these reflections is a positive, multifaceted approach to baby's development. The chapters cover topics such as personal and family issues, effective ways to create a family-oriented, learning-rich environment for baby, nutrition, sensory integration, muscle tone, development and expectations.

The main goal of the book is to reduce the fear and anxiety associated with a diagnosis of Down syndrome and present information in a positive way. Blending my experience as an occupational therapist with my firsthand knowledge of raising a child with Down syndrome provides a unique perspective that I present in the book.

Trisomy 21 is the most commonly occurring chromosomal condition. One in every 733 babies is born with Down syndrome, yet misconceptions and outdated ideas are still prevalent. Much work remains to be done in educating medical professionals in charge of delivering the diagnosis and recommending courses of action.

ABOUT LUCAS

My husband Sean and I have three boys, the youngest of whom is Lucas. Lucas was diagnosed with Trisomy 21 at birth. I had the benefit of stepping outside my role as a terrified mother, and was able to look at Lucas as an OT. It was striking how typical he was in every way to any other newborn. He scored extremely well on his Apgar tests, nursed after birth, had good muscle tone and had no health issues.

All of the information provided to me volleyed between books which listed multitudes of problems I could expect to see as my child got older, and heartfelt sentiments about how "special" my new baby was. Both equally infuriating and unable to answer two burning questions I had: How much further can we go? And what do we have to do to get there?

Fifty years ago people with Trisomy 21 were profoundly involved and needed maximal assistance to complete the most basic tasks. Today, some people with Down syndrome are graduating from college, getting married and fulfilling their dreams.

It also occurred to me that in my arms was a newborn with no physical indicators of Trisomy 21 except a few superficial traits such as a crease across one palm and beautiful almond shaped eyes. How does the "phenotype" of Down syndrome we've come to expect from adults with Down syndrome develop?

These traits develop over time leaving an opportunity to intervene.

I began researching modern theories on nutritive and antioxidant therapies and my husband and I traveled to Kennedy Krieger Institute to meet with a researcher when Lucas was three months old. Since every system in Lucas' body was made with too much genetic material the need

for antioxidants, enzymes, nutritive vitamins, etc. is greater. Critical functions like learning, growing, thyroid function and overall state of health may be affected by adjusting these levels. After much deliberation I discovered a company that designs these supplements specifically for children with Down syndrome based on the research of Dr. Henry Turkell; Lucas began the therapy when he was six months old.

I met with oral motor specialists and researched different theories on how to affect formation of the hard palate so that open-mouthed posture, tongue thrust and poor speech articulation could be positively influenced.

I read cognitive theories on the benefits of early reading programs with infants and how brain connectivity appears to be enhanced. Lucas and I began our program when he was an infant and we continue today. Lucas can read sight words and identify letters. The goal was never to create a super-reader but to give Lucas every opportunity to achieve.

The Tomatis method, I learned, is commonly used with children with autism and attention disorders. It is sound therapy designed to increase the vibration of the muscles in the inner ear to detect all pitches of sound which can be a problem for babies with low muscle tone. The treatment is a series of three loops which raise and lower frequencies of sound. Ensuring Lucas is hearing everything properly was an important way to normalize his perception of his environment.

I looked at other pieces of the Down syndrome phenotype such as the tendency to have low activity tolerance. When Lucas was two weeks old, I began putting him on his tummy for his awake time. My husband and I cleared the furniture out of our living room and made it a wide open space for Lucas and the boys to be. It seemed counterintuitive to take away the motivation to explore by using a pack-and-play. Using a bouncy seat or a baby swing would only reinforce the idea that he should sit and wait for things to happen. I wanted Lucas to experience the desire for something and the success of getting it!

We made simple changes to our family routines. When we were playing a board game, reading, or coloring with Noah and Ryan, we all got on the floor with Lucas. Not only did it encourage Lucas to pick his head up, but he was hearing speech, making visual contact and he was motivated to join in. Most of all it reinforced the fact that Lucas is not "special." He is a brother and a son and has all of the expectations that go along with those roles.

As Lucas developed, achieved and defied other's expectations, it fueled an even greater desire to get this information to new parents, therapists and society at large. Sometimes we put so much emphasis on what is "special" about a child that it undermines our efforts to help them achieve. It allows us to be a bit more lenient with discipline because we are told to expect behavior problems. It allows us to overlook the habitual antibiotic treatment because we are told to expect chronic infection. Worst of all, it allows us to lower our expectations. ■



About the Author:

- **Graduated from D'Youville in 1994 with BS/MS in occupational therapy**
- **Began career in developmental disabilities and became OT director at WNY Physical and Occupational Therapy Group**

Miscellaneous

- **Speaks at area colleges**
- **Participates in an Independent Decision Making Task Force which is a multinational group whose sole purpose is to advance the achievements of persons with Down Syndrome. The group also functions within a political context to ensure people with Down Syndrome are fairly represented in legislation. The group works in conjunction with major Down Syndrome organizations to bring a new and updated awareness of the successes of people with Down Syndrome.**

If anyone would like to contact me with questions or comments, my e-mail is geraldynOT@yahoo.com.

Lucas (below) reflects the results of incremental advances in the Down Syndrome child brought about by constant stimuli.





(left) Sienna works hard during a therapy session on Rascal.

(below) Mr. and Mrs. Robert Fierle, generous contributors to the program

hippotherapy

A TEAM OF DEDICATED INDIVIDUALS UNITE TO OFFER A



Start with a 1,200-pound, living, breathing surface, combine it with the support of the Lothlorien Therapeutic Riding Center, and then add two wonderful people who want to help children with disabilities and what do you get? Well, of course, you get The *Lost Elms Therapy Services – Great Opportunities!* (**LET'S GO!**) program.

Through the great generosity of Mr. and Mrs. Robert Fierle, the new hippotherapy program is provided at Lost Elms Estate in East Aurora, N.Y., in its beautiful indoor arena.

Much praise goes to D'Youville College and the Community Foundation for Greater Buffalo/J. Warren Perry and Charles Donald Perry Memorial Fund for the funding to get the hippotherapy program rolling.

Sarah Pictor, DPT, PCS, clinical assistant professor at D'Youville College, states, "When all of this fell into place last year, D'Youville earned the distinct honor of being the *first* college in the nation to endorse and support a hippotherapy program." For

Sarah, the program director, this new service is the result of years of perseverance with the College. She has taught an introductory course on hippotherapy for 12 years in the physical therapy department at D'Youville. A past member of the board of directors of the American Hippotherapy Association and longtime board member and supporter of Lothlorien, she is familiar with similar programs across the United States. Many hippotherapy programs collaborate with colleges and universities, but she is unaware of any that support the faculty to the extent that D'Youville supports this program.

What is hippotherapy? The word "hippos" is Greek for horse, so literally translated, "hippotherapy" means "treatment with the horse." Or, just ask four-year-old Jack (*see Jack's story, p. 30*) what is hippotherapy and he promptly says, "PT on a horse." *You've got it right, Jack.* When asked what he likes best about his therapy time, he grins and says "sitting backwards on Rascal." Mom and Dad comment that Jack is sitting better and this makes a difference for hygiene skills, which are so important. When a child is sitting facing forward on a horse, the horse's pelvis imparts forces which the child must accommodate. The movements and muscular demands are very similar to the pelvic and spinal movements needed for balanced sitting and walking. The three dimensional, symmetrical and rhythmical movements of the horse are key to

UNIQUE TREATMENT PROGRAM

the effectiveness of treatment. When the child is positioned facing sideways or backwards, the forces are different and the child needs to respond to these challenges. Imagine, for example, a person on the back of a motorcycle as it moves forward. All the abdominal muscles respond to keep the rider upright. On the turns, the body needs to lean and when the motorcycle comes to a stop, back muscles are activated to keep him from falling forward. All of these forces can be controlled by the therapist during hippotherapy by asking the horse handler to slow down, walk faster, make circles, figure 8s, walk-and-stop and so on. As the therapist challenges the child's postural control, the child's core strength is enhanced. When trunk strength and control improve, often there are changes in balance, stability and the ability to use the hands in functional activities. In addition, hippotherapy has been shown to improve the communication and language abilities of the patient due to the same focus on core strength.

Therapists use a variety of treatment strategies in their practices, and hippotherapy is becoming quite popular for the pediatric population. Because children have immature neuromuscular and sensory systems, the movement of the horse can have direct impact

ANGELA'S STORY *A second-year doctor of physical therapy student*

I am a firm believer that all things happen for a reason and God has plans for everyone, although those plans may not always be obvious. When I was applying for physical therapy schools, I took a trip to California, from my home in Virginia, to visit a college in Los Angeles and to attend the 2007 NARHA conference. While at the conference I was introduced to Dr. Sarah Pictor who offered me some pointers for my PT school search. In talking with her, I learned of D'Youville College and was also excited to learn that the doctor of physical therapy (DPT) program at NYC offered a weekend course in hippotherapy. While living in Virginia, I had been introduced to a hippotherapy program. I applied to NYC, was later accepted into the DPT program and the next summer moved to Buffalo, N.Y.

I often wondered that first year why God had brought me to Buffalo. I am more of a warm weather girl and greatly missed friends, family and the life I had built in Norfolk, Va. During the 2009 summer semester, I learned of Dr. Pictor's grant to start a college-endorsed hippotherapy program which would partner with Lothlorien. I began volunteering with Dr. Pictor and immediately asked if she needed any assistance developing this new program. There was so much to do. As a new program, even a volunteer training manual needed to be developed. My efforts were realized and a position of graduate assistant was offered. I was eager to use my personal horsemanship background, my energy and my experience with hippotherapy to bring this newly developed WNY program to its greatest potential. I am exceedingly honored to be a part of such a unique partnership between NYC and Lothlorien to develop the LET'S GO! hippotherapy program. I can now see this path I am on is truly God's plan in action.



JACK'S STORY

As told by his parents

When Jack was younger, it was after the first examination by his psychiatrist that she said, "When he is a little older, get him into hippotherapy." Jack has cerebral palsy and delays in motor skills. We read information online and finally came upon a place. Not knowing what a hippotherapy program should be, we didn't realize that some outdated practices were compromising Jack's safety. Our goal is to help Jack, not hurt him, so we knew it was time to find something better. We were fortunate to cross paths with another family that had started in the LET'S GO! program. A phone call and an evaluation got Jack the opportunity to really experience what hippotherapy is all about.

This hippotherapy program has exceeded all our expectations! Our fears of safety have been diminished knowing that the utmost care is being taken so that the horse won't be spooked. He is gently introduced to sounds and objects so they don't startle him. We do realize an animal is an animal, but it is evident that great care is taken so that a human would not be to blame for an animal's mis-actions. Jack is also treated with an extraordinary gentleness that keeps his body calm, but this sometimes makes us chuckle because we toss him around like any other four-year-old boy. Jack has looked forward to each and every session and even when he has been under the weather he has insisted on going to therapy. He has said it has made him "feel better." Jack's muscle tone fluctuates day to day and there have been days when his tone was very high, but after a session on Rascal he loosened right up. Although his gross motor gains have been gradual we feel that riding, combined with Botox, has enabled Jack to keep his hips looser. He has also made some good progress in being able to bench sit and maintain his balance for developing hygiene skills.

Trunk strength is hard to work on and hippotherapy has been a wonderful way to do that. He loves the games that are played with him and can't help but smile when he tells others that his favorite way is to sit facing backwards on the horse. We are very thankful to have been given this opportunity to have Jack participate in this hippotherapy program.

on these systems. The horse environment adds the dimension of new sounds, sights and movements which is very stimulating and arousing for children. Therapists understand, through the principles of motor control and motor learning, that sensory stimulation has impact on sensory processing, which then ultimately increases the child's ability to perceive and interact with his world.

Lynn McIvor, OTR, knows first hand the differentiation between therapeutic riding and hippotherapy. Lynn is a class of 2000 occupational therapy graduate from D'Youville College and previously was adjunct faculty for the occupational therapy department. Currently, she is a pediatric therapist for Heritage Centers, a Western New York agency for people with developmental disabilities.

Her daughter Kate has developmental delays and has been a rider at Lothlorien for over 11 years. Kate loves to ride Silky and has gained horsemanship skills in this recreational activity. Lynn, as a therapist, was interested in learning more about horse and human interaction and took the Introduction to Hippotherapy course by Dr. Sarah Pictor. Her prime thought after the course: "Where do I sign up?" Over the past two years, Lynn has completed her American Hippotherapy Association Level I and Level II courses and is an active therapist with **LET'S GO!** She sees the clinical application of the horse's movement in therapy as a valuable tool to enhance the functional skills of patients when they are off the horse as well.

Since 1983, Lothlorien has provided individuals with disabilities the chance to participate in the recreational activity of learning how to ride a horse. This includes care and grooming, along with horsemanship skills that are highlighted at a student horse show. The rider is a student, learning how to control and move the horse. Although many centers offer *therapeutic riding*, the term therapeutic in this venue is neither *therapy* nor *treatment* as is hippotherapy. There is often confusion regarding these terms and it is hoped that with all the different entities involved — D'Youville, Lothlorien and the Fierles — there will be many opportunities to educate the community about these two separate services.

Where, then, does Lothlorien fit into the partnership? As a premier accredited center under the North American Riding for the Handicapped Association (NARHA), Lothlorien has several certified instructors with a high level of expertise in horse training, management and horse handling. Currently, **LET'S GO!** has four horse handlers working through Lothlorien for the benefit of the hippotherapy program. These paid individuals are vital to the treatment sessions, because they are in charge of the horse. In hippotherapy, the horse is lead by a handler who controls the speed, direction and movements of the horse upon request of the therapist. The total responsibility of the handler is the horse, from warming him up prior to a session, to leading during treatment.

The therapist's responsibility is the patient and directing the treatment session.

With the development of the **LET'S GO!** hippotherapy program, D'Youville physical and occupational therapy students will now have the opportunity to volunteer and do research in a therapy program that offers physical, occupational and speech/language therapy to children between two and ten years of age who have neuromotor dysfunction. Currently, there are several doctoral research projects being conducted in the areas of equine movement analysis and treatment efficacy. Physical therapy students have found a gratifying and valuable experience volunteering for **LET'S GO!** Some even apply to D'Youville *because* of the hippotherapy offering (see *Angela's story*, p. 29). Although the therapy program was initiated just this year, community therapists have shown great interest in being a part of the excitement. This past fall, Ann, a pediatric physical therapist, and Shannon, a speech/language therapist, completed their American Hippotherapy Association Level I status. Under Lynn McIvor and Sarah Pictor, both Level II therapists, the new therapists will have mentoring and training prior to taking their Level II. Ann commented, "My work with vision and auditory therapy, as well as extensive reading on sensory integration topics, has made me aware of the critical need to incorporate multisensory applications during neuromotor rehabilitation. I was pleased to observe this as a natural component of hippotherapy. Utilizing this promising treatment tool would be a welcomed extension of my current treatment methods and priorities."

As **LET'S GO!** continues to develop and grow, D'Youville and Lothlorien will be in the limelight. Offering physical, occupational and speech/language therapy to children through a College-endorsed hippotherapy program is a new model of treatment services. Everyone wins: the patients, the DYC students and the community. ■



(top) Hippotherapy is hard work, but fun! Sienna increases the challenge by adding reaching.

(center) Functional activities on and off the horse are an important part of the treatment plan, and Jack's water play is part of his therapy.

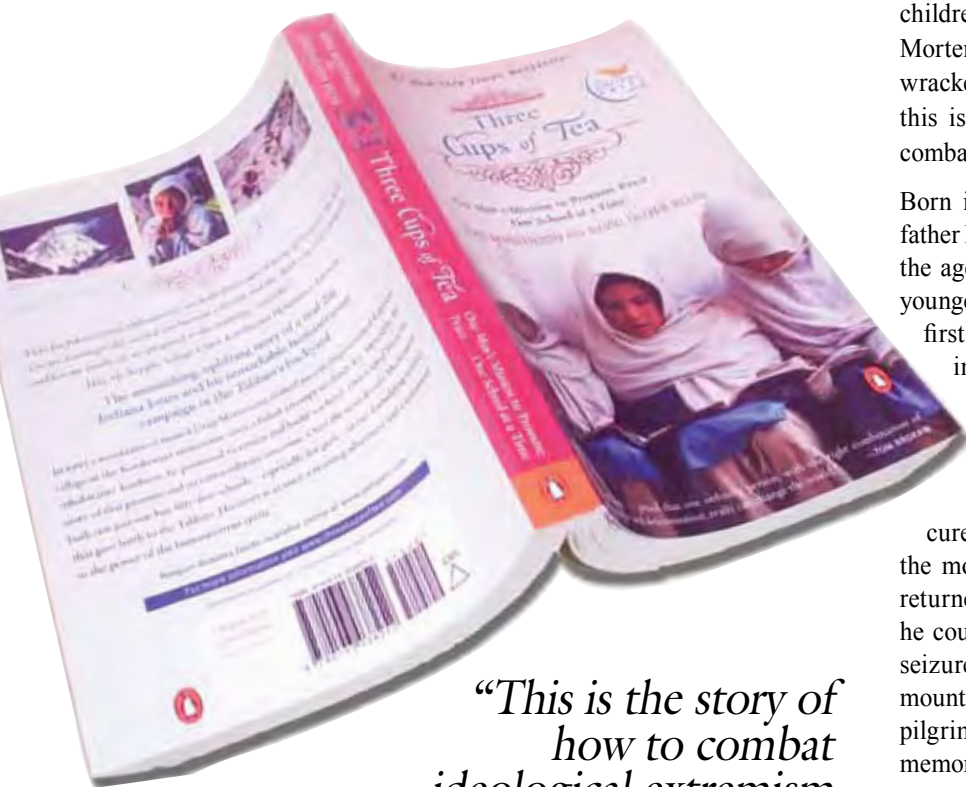
(below) Jack's favorite position during therapy is backwards. No wonder we call him "Jack Back."



REVIEW OF A
national
bestseller

*Three Cups of Tea: One Man's
Mission to Promote Peace...
One School at a Time*

Authored by Greg Mortenson and
David Oliver Relin



*“This is the story of
how to combat
ideological extremism
in one of the most
dangerous regions
in the world.
Not with bombs,
but with books.”*

Dr. Terrianne Schulte
Assistant Professor, History Department
– Reviewer

Greg Mortenson is an unlikely hero. In failure, he found success; in a cloud of despair, he found clarity of purpose. Stumbling into a small village in a remote region of Northern Pakistan, this veteran mountain climber began a journey that would lead to the development of more than 80 schools for thousands of the “most neglected children” in Pakistan and Afghanistan (p. 170). In the process, Mortenson established a framework for peace in a war-torn region wracked by ideological extremism. Narrated by David Oliver Relin, this is an unforgettable story that details one man’s mission to combat rural poverty through education, one village at a time.

Born in Minnesota, Mortenson grew up in Tanzania where his father helped to establish the country’s first teaching hospital. From the age of twelve, he became the self-appointed protector for his youngest sister, Christa, whose brief life was marked by illness—first from meningitis followed by severe epilepsy—that resulted in daily struggles to accomplish the ordinary. Demonstrating the influence his sister had on his career path, Mortenson started out as a medic in the U.S. Army, then pursued a nursing degree, followed by graduate work specializing in the neurophysiology of epilepsy with the goal of finding a cure for this debilitating disease. The more he learned, however, the more he realized a cure was sadly beyond his reach. So he returned to the mountains, which were within his reach, and goals he could fulfill. Following the death of his sister from a massive seizure, Mortenson set out to climb the world’s second highest mountain, K2, or “the Savage Peak” as climbers refer to it. His pilgrimage would therefore be the ultimate tribute to his sister’s memory. But fate had other plans.

When a member of their expedition suffered a pulmonary edema from climbing too high too quickly, Mortenson and a fellow climber risked their own lives to save him. After the successful rescue, an exhausted Mortenson became separated from the others and accidentally stumbled into the tiny village of Korphe, along the Braldu River in Baltistan. In this inhospitable environment, Mortenson was welcomed by a hospitable group of people, particularly the village chief, Haji Ali, who taught Mortenson the importance of three cups of tea. He explained, “the first time you share tea with a Balti, you are a stranger. The second time you take tea, you are an honored guest. The third time you share a cup of tea, you become family, and for our family, we are prepared to do

anything, even die.” For Mortenson, this was “the most important lesson . . . to share three cups of tea, to slow down and make building relationships as important as building projects” (p. 150).

In Korphe, Mortenson learned that the village desperately needed a school. He was shocked to find children sitting outside, with no walls or a roof to protect them and no teacher to guide them, patiently practicing their lessons by writing in the dirt. “Can you imagine,” he asked, “a fourth-grade class in America, alone, without a teacher, sitting there quietly and working on their lessons?” Watching the children make due with such meager resources, he admitted that it “felt like my heart was being torn out.” The children reminded him of his sister, and he recognized immediately that he “had to do something” to remedy the situation (p. 32). He made a promise to Haji Ali that he would return and build a school. For a part-time trauma nurse living out of his car and a storage stall in Berkeley, Calif., this proved a daunting task.

After several failed attempts to raise the money he needed to fulfill his promise, a friend suggested he contact a wealthy physicist, Dr. Jean Hoerni, who had helped to create the silicon chip. A sardonic entrepreneur/mountaineer with a passion for the Karakoram Mountains, Hoerni not only financed Mortenson’s early endeavors, but also established the Central Asia Institute (CAI), with Mortenson as director. The Korphe school was only the beginning. The purpose of the CAI was to build additional schools and fulfill needs “beyond Pakistan, across the multitude of ’stans that spilled across the unraveling routes of the Silk Road” (p. 146). But the road—Silk or otherwise—was never easy, and obstacles routinely appeared to thwart the best of intentions. Nevertheless, with a steely determination that is strikingly commendable, Mortenson overcame each barrier. He survived a kidnapping in Waziristan and at least two *fatwas*, or religious rulings, by questionable mullahs trying to deny girls an education while also demanding bribes from local villagers. With a profoundly devoted group of indigenous guides and mentors, Mortenson built a solid network of supporters who helped him to build lasting relationships as well as schools throughout Pakistan and Northern Afghanistan.

This book may be read on several levels. It is clearly an inspirational story of faith, hope, courage and perseverance. It is also a story about redemption—how one man struggled in the wake of a deep, personal loss to attach meaning and purpose to that loss. On another level, however, this is the story of how to combat ideological extremism in one of the most dangerous regions of the world. Not with bombs, but with books. Emphasizing a community-based approach to building schools, Mortenson requires each village to

take ownership for their school by donating the land and labor. Unlike the *Wahhabi madrassas* that are established and fueled by Saudi oil wealth to teach militant *jihad*, CAI schools provide a balanced education incorporating literature, history, and the sciences, and ultimately help to create a foundation for peace in a breeding ground for extremists.

By building schools, as well as vocational training centers for women and other humanitarian projects, Mortenson has found a powerful way to influence the hearts and minds of people many westerners misunderstand, or worse, misrepresent. The key is to educate girls. For Mortenson explains that when “you educate the boys, they tend to leave the villages and go search for work in the cities. . . . But the girls stay home, become leaders in the community, and pass on what they’ve learned. If you really want to change a culture, to empower women, improve basic hygiene and health care, and fight high rates of infant mortality, the answer is to educate girls” (p. 209).

However, *Three Cups of Tea* is not only about the importance of educating children, but also the need to educate adults within and beyond Pakistan and Afghanistan. This was evident during a presentation on Capitol Hill when a California congressman dismissed Mortenson’s school-building project as “fine and dandy,” but hardly a pressing concern in light of other needs, namely security. Tempering his anger at the disconnect expressed by the congressman, Mortenson countered that “terror doesn’t happen because some group of people somewhere like Pakistan or Afghanistan simply decide to hate us. It happens because children aren’t being offered a bright enough future that they have a reason to choose life over death” (p. 292). Mortenson’s message clearly reverberated across the Potomac River, however, for now the book is “required reading” for Pentagon officials specializing in counter-insurgency, as well as members of the Special Forces preparing to deploy to Afghanistan (p. 332).

In the end, the book is compelling and inspiring. Mortenson’s dedication to the children of Pakistan and Afghanistan is admirable, and his passion for battling poverty by promoting literacy, especially for girls, is nothing short of remarkable. Fortunately, the story does not end with *Three Cups of Tea*, for the last chapter is a perfect segue into Mortenson’s next book, *Stones into Schools*, which highlights his continued humanitarian efforts in the region. If the second book is as successful as *Three Cups of Tea*, thousands more children in Pakistan and Afghanistan will reap the benefits of literacy through one man’s mission to promote peace . . . one school at a time. ■

THE DYC
bookshelf
new publications by d'youville's own

Teaching Native America Across the Curriculum: A Critical Inquiry

Jointly authored by
 Drs. Curry Malott & Lauren Waukau-Villagomez
 and Lisa Waukau



Lauren Waukau-Villagomez, Dr. Curry Malott & Lisa Waukau

Dr. Lauren Waukau-Villagomez states, “As Native American people, one of the many cultural values we have is the passing on and sharing of knowledge with others. Therefore, when Dr. Curry Malott, assistant professor, DYC liberal arts department, asked my sister Lisa Waukau and me to write a book with him on Native Americans and education, we decided it was a dream come true.

I have been a Native American educator for 25 years and I have worked on reservations throughout the country. Lisa has 27 years of experience as a social studies teacher at the Menominee Indian School District and 12 years as a tribal leader. We had a story to tell about government policies and the need to change the Euro-centric approach to Native American education.

These days Native Americans do not tell their stories to just anyone. In the past, anthropologists and historians exploited Native people and we did not want that to happen to us and the Menominee Tribe again. Before agreeing to work with Curry, we had long discussions and conversations. We chose to work with him because of his recognition, understanding and respect for Native American people. He has worked with marginalized people in many different capacities. He took our stories, ideas and experiences and translated

them into current acceptable educational theories and models. Here is an excerpt from the book:

The movement toward Indian control began in 1933 with John Collier as Commissioner of Indian Affairs under President Franklin D. Roosevelt. Collier believed in Native American culture (art) as an economic development initiative. He saw the money that could be made through developing a commercial tourism market for *authentic Indian-made art* to sustain indigenous self-determination.

Dolores Boyd, during the 1950s and 1960s, ran a small store that she called “The Tepee,” which is not a Menominee term; it is Lakota. Boyd marketed her business to white tourists exploiting their stereotypical image of *the Indian*. Outside liberal observers might scoff at Boyd, and others like her, charging her with *selling out*. However, as a savvy entrepreneur, Boyd subversively supplied her *tourist trap* with many arts and crafts that were not made by *real Indians* close to an imagined primitive past, but rather were inexpensively *made in Japan*. Her aunts would sit and scrape the “Made in Japan” stickers off the products while laughing and speaking Menominee. It was an example of what Gerald Vizenor (1994) termed *survivance* (survival and resistance).

We believe that our book, *Teaching Native America across the Curriculum: A Critical Inquiry*, is important for all teachers and preservice teachers to read in order for them to have a better understanding of children and communities different from their own.

We emphasize an appreciation of the traditional approaches to Native American education in science, social studies and language arts. We believe it is important to use indigenous knowledge systems in teaching these content areas. For example, we discuss the power and beauty of the Native American oral tradition, which has been denigrated in the past by the Euro-centric concepts of literacy and writing. Storytelling is an excellent example of a technique and strategy that easily can be incorporated in the classroom into all content areas.

Our book is designed to help teachers increase the complexity of their thinking for global social justice. We want to open their minds and change their world view. We recently had a book signing on the Menominee Reservation. As a result of the publicity, we have been invited to work with the teachers at the high school where we will share these ideas about working with Native children. ■

Note: *Oral tradition has it that there were Menominee people who were gifted with the ability to use sacred dream work as a way to wisdom and insight. Elders recount events of long ago when neighboring tribes would ask the Menominee to dream for them before important decisions were made. Dream and speculative knowledge remain a core value among many Native people.”*

ALUMS

recent gatherings



The "faces of Christmas" stare at Santa in wonder (above) and skeptically (below).



The Jennifer and John Bellassai '99, DPT '05 and Todd '00 and Cheryl Gadowski Zielinski '03 host children who arrived wearing the same colorful holiday sweaters!



Canadian alums from the '70s through '07 enjoyed visiting with Sister Denise at Niagara-on-the-Lake.



CLASS briefs

D'Youville College Announces Retirement of Alumni Director

PATRICIA M. SMYTON '65

Patricia Marino Smyton first walked through the doors of D'Youville College in 1961. She graduated in 1965 with a bachelor of arts in elementary education ready to begin her new life. She began teaching, eventually married James Smyton and had three children: Jim, Courtney and Elizabeth.

Already living a life by values she was taught, she now incorporated the service to the community that D'Youville had instilled in her. She served and was active on many community boards. It was 24 years after graduation when Pat decided it was D'Youville's turn. Pat had served on the NYC alumni board from 1989-1999 and as president of the Alumni Association from 1992-1995. During her tenure on the board she held leadership roles on many committees such as Family Sunday, Homecoming and the Spring Luncheon.

In September 1996, Pat started her new career as a part time assistant alumni director. However, part time didn't last very long, and in 1997 she chose to work full time in the alumni office. In 1999 Pat was named director of alumni relations.

Pat's position requires her to deal with a population that covers basically all areas of the College community. Outside of the campus she is a great ambassador for the College and reflects what the NYC experience is all about: service to others with concern, compassion and commitment.



Pat's love of D'Youville can be seen in all she does, and is relayed to all whom she meets. Pat was the recipient of the D'Youville Quality Award in the fall of 2008. This award is presented to an employee of the College at the beginning of each semester. An excerpt from the quality award plaque that proudly hangs on her wall reads: "Pat Smyton is one of the most devoted, courteous people I've ever known. ...

Pat is without a doubt a great asset to past, present and future D'Youvillians."

"Pat informed us of her retirement plans a couple of months ago, and we have begun a search for her successor," said Timothy Brennan, vice president for institutional advancement. "We hope to find the best person possible to follow in Pat's footsteps. It will be a difficult task to fill the shoes of a woman whose love of D'Youville is so deep."

Please join the College community in wishing Patricia Smyton, director of alumni relations, a fond farewell and best wishes for a new chapter in her life.

2008

Alfredo C. Alleyne, BSN/MS, is the physician operation manager for SGMF/Patients Services. He lives in Ripon, Calif.

Renee L. LeBonne, MS/RD, has begun conducting research at the University of North Carolina at Chapel Hill Nutrition Research Institute. Over the next six months, her research will assess the relationship between nutrition, ethnicity and disease. She began developing her doctoral thesis in January 2010. Among a myriad of other activities, Renee also teaches online nutrition classes and has worked in acute, long-term, outpatient medical nutrition therapy. Enthusiastically, Renee hopes to be invited back to D'Youville to guest lecture about her research findings and real-world experiences of a registered dietitian.

2007

Christopher M. Heftka has been named head women's volleyball coach here at his alma mater. A four-year starter with the D'Youville men's program, he previously served as an assistant coach with both the Spartan's men's and women's programs.

2006

Jeffery A. Barentine, PA, is a partner in a new primary care clinic in Coweta, Okla.

The facility features rooms for family practice, urgent care, X-ray, gynecology services and includes a lab area. He describes the office design as "patient friendly and easy to use." Coweta Medical Group plans to employ 12 full-time and four part-time employees.

Jeff sends "a big thanks to all of the NYC staff who helped get me prepared for this amazing journey."

Katya Chernikova Neff, MS/IB, lives in South Portland, Maine,

and works at an international student exchange company, CIEE. While attending NYC, she met her husband Mike who worked in the registrar's office.

Married after graduation, **Valarie Hohensee Socha** lives in Tonawanda, N.Y., with her husband and children, Julia 1½ years and Parker, 4 months.

2005

Now a resident of Texas, **Michael Cole**, MPT '08, is employed by Hallmark Rehabilitation at the Lubbock Hospitality House Nursing and Rehabilitation Center. "I do miss D'Youville and all the activities there!"

Recently married, **Jessica Martyna Becker**, MS '06, now lives in the Chicago, Ill., area and works as a learning disabilities resource teacher. She expects to be tenured this upcoming year.

Nancy Honeychuck, MSN/FNP, reports since graduation she and many other nurse practitioners (NP) have been working hard, often in remote and underserved areas to improve access to quality health care. She serves at the vast and extremely underserved Four Corners Navajo and Hopi Reservation in Arizona as a fully privileged member of the Winslow Indian Health Care Center, a remote satellite clinic on the reservation. Like many NPs in Arizona and New Mexico, she is an independent provider and gives not only routine care—"sometimes I feel there is no such thing here as 'routine care' as my patients often have to travel by walking, riding and hitch-hiking such vast distances to see me"—but also frequent emergency care in all categories. They turn no one away, although a typical week may see them calling the chopper more than once to transport a seriously injured or ill patient to a hospital in Phoenix or Flagstaff. NPs across our nation have stepped up to the challenge of

providing care where otherwise there would be none. Studies confirm NPs excellent outcomes as a profession and acknowledge their evolving role in ameliorating our nation's health care shortages.

Patricia Russo-Meck, MSN, assistant professor of nursing and clinical coordinator, psychiatric mental health nursing, has been accepted into the 2009 Western New York Service Learning Coalition's Faculty Fellowship Program. This program is designed to increase knowledge and understanding of service-learning, to help incorporate it into a curriculum and to assist in identifying appropriate community partners. Patricia has more than two decades of registered professional nursing experience in rural, urban, medical and psychiatric hospital-based and community-based settings. A member of Sigma Theta Tau International, Zeta Nu Chapter, she is listed in *Who's Who in American Nursing*. For the past eight years, she has been a volunteer for Erie County's Older Driver Family Assistance Network.

2004

Reverend Benjamin Roberts was recently ordained. He invited members of the D'Youville community to attend as he celebrated a Mass of Thanksgiving for D'Youville College and the Oblates of Mary Immaculate at Holy Angels Church in July 2009.

He holds both a master of divinity and of systematic theology from St. Charles Borromeo Seminary and is pleased to be working in the Charlotte, N.C., diocese.

2000

Jennifer Leocadia Pietrowski Conlon, PA/C, MPH, completed a fellowship in liver disease and transplant at Johns Hopkins University while obtaining her master's of public health.



Young students at the Charter School for Applied Technologies enjoyed a visit to their classroom from president Sister Denise A. Roche, GNSH. Sister spent time with them discussing their favorite books and encouraged them never, ever to stop reading.

*Pictured here,
1980 NYC
students helping
out on
Buffalo News
Kids Day*



REMEMBERING THE '80s



All of you from the '40s, '50s and '60s surely remember the woman on the right. She is pictured here with her sister Jeanne Lynch from San Francisco. Why, of course, it is the late Sister Francis Xavier, GNSH.

Currently she sees patients at Trade Winds' Family Medicine in Honolulu, Oahu, Hawaii.

Trade Winds' Family Medicine is a veteran- and women-owned small business founded in 2009 to promote a new model of patient care for Hawaii's residents. Trade Winds is a full-service medical clinic offering a spectrum of services for male and female clients ranging from standard primary care to gynecologic, pediatric and geriatric care.

Trade Winds' personalized approach means that patients spend more quality time with their care-givers and less time waiting for them. This improves the quality of care patients receive, and ensures that patients who are already taking time out of their busy schedules are making the most effective use of their time.

1999

When **Barbara J. Hastings**, MS/CHN, started working for the Cattaraugus County Health Department 33 years ago as a public-health nurse, the country was in the midst of a threatened swine flu epidemic. Now, as she retires as the county's public-health director, Mrs. Hastings is spending much of her time helping department officials prepare for another swine flu outbreak.

Before attending D'Youville, she graduated from Alfred State College and then earned a bachelor's degree in nursing from the State University of New York at Utica-Rome. She has served as public health director for seven years, having been appointed in September 2002. "I started after 9/11," Mrs. Hastings said. "That was the trigger that made the nation realize the importance of public health as first responders. It involves a lot of planning and drills."

1998

The National Certification Board for Diabetes Educators (NCBDE) announced that registered dietitian

Mary Damiano, BS/MS, achieved Certified Diabetes Educator (CDE) status by successfully completing that certification examination. Candidates must meet rigorous eligibility requirements to be able to take the examination. Currently, there are over 16,000 diabetes educators who hold NCBDE certification. She is the owner of Nutri Perx, a company that offers nutrition planning, medical nutrition therapy, diabetes self-management, and individual and group weight loss programs to members of the communities around Dunkirk, N.Y. Since 2002, Medical Nutrition Therapy may assist in improving hypertension, hyperlipidemia and diabetes, and the risk of developing these conditions. Damiano is also an adjunct faculty member of Jamestown Community College where she teaches nutrition within the biology department.

Mary was the recipient of a Sister Mary Charlotte Barton Alumni Kinship Scholarship in 1997. Her mother is Kathleen Martina Damiano '54.

1995

Kevin Gibson is married and has three children. He is employed at Uniform Data Systems for Medical Rehabilitation, a division of the University at Buffalo. As the manager of the WeeFIM Product and manager of the education, training and consultation department, he travels all over the United States. A recent trip to Hawaii with his family was a work and leisure trip.

1992

Christopher D. Caputi, BS/MS, an instructor in the physical therapist assistant program at Genesee Community College, recently earned his doctorate in physical therapy from Upstate Medical University in Syracuse. Formerly an adjunct instructor in the D'Youville physical therapist program, he has also worked in hospitals, outpatient clinics and

sports medicine and is certified by McKenzie Institute International as a spine care specialist. A resident of Tonawanda, N.Y., Chris is married to Melissa Crane '02 and has a son Cameron and a daughter Nicole.

Dr. Judith Shrubsole, MS/CHN, recently received the Cedarville University (Ohio) Dr. Allen Monroe Integration of Faith and Learning Award. This award recognizes sustained excellence in scholarship and classroom teaching of the integration of Scripture and Christian worldview with the intellectual content for a discipline. A faculty member since 1992, she is now an associate professor of nursing.

1984

Mary Ellen Kilcoyne Brown has published a book, *Going Gluten-Free: Breads and Baked Goods with Mary Brown*, which is a treasure trove of recipes containing a unique combination of flours and ingredients that will allow the average patient of celiac disease to create a variety of breads, cakes and cookies that are both delicious and safe to consume. Diagnosed with celiac disease in 1999, Mary remembers how hard it was to take the first step into the "gluten-free world." She is a member of the Southeast Minnesota Celiac Support Group and resides in Rochester, Minn., with her husband Chris and their three children.

1981

Interested in gerontology when she attended D'Youville, **Laura Holderbaum Vaughan** continued her education and earned a MSW in 2008 at the University of Washington School of Social Work. She and her husband live in Bellingham, Wash., where she works as a medical social worker.

1980

In August 2009, **Gail Zimmerman** started in her new position as the dean of students

and associate vice president of student affairs at Keene State College. She earned her master's degree at the University at Buffalo and holds a doctorate from the University of Massachusetts in Boston. She has worked in higher education positions at the University of Wisconsin, Texas Christian University and Dartmouth College. "Dean Z" as she is casually called on campus, is an avid chef and has taken cooking classes at the New England Culinary Institute.

1975

At the beginning of the fall 2009 semester, Genesee Community College in Batavia, N.Y., announced that **Susan White Chiddy** was named a learning specialist. A member of the GCC adjunct faculty for ten years, she holds a master's degree in education from the University at Buffalo.

1973

Mary McCusker Serat considers herself a school junkie. She has two degrees, MEd and EdS, from the University of Memphis and an MS from the University of Tennessee. She has taught at all levels from pre-school to graduate. Mary conducts workshops on early literacy and developmentally appropriate practice for parents, teachers and day-care workers. She travels to India for volunteer literacy work and is registered as a Fulbright senior specialist.

1972

Jane Ellen Mead holds degrees from The Catholic University of America and George Mason University. She had 27 years experience in the United States Navy Nurse Corps, achieving the rank of captain, and also has ten years civilian nursing experience. Her service to her career was recognized when she was awarded the Navy Commendation, Navy Meritorious Service and Defense Meritorious Medals.



Mary Gabryszewski Burgio '81, smiles (left), standing with friends Mary Weintraub Lauterbach '82 and Sandy Ward Shifflette '82, who came to reunite and celebrate with their good friend after her recovery from a severe illness.

A resident of Indian Rocks Beach, Fla., **Elaine Verbocy Zak** has worked in the Pinellas County schools for five years. Currently she is teaching kindergarten.

1971

Martha Taylor Ahrens of Arlington, Va., left the nursing field about 28 years ago when her second child was born. She has certification as a personal trainer, an avocation she considers her true calling.

1968

Paula Werth Reitz and classmates celebrated their 25th DYC anniversary at the Women's Club of Pittsford, N.Y. Paula was installed as president-elect. She has served on their board for the past eight years and last year was honored with their Woman of the Year Award.

1966

D'Mensions had a part in reconnecting nursing graduates **Virginia Maroun** and **Maryanne Shanahan** this past summer. Virginia and her husband were renting a house in Brunswick, Maine for their vacation. Having seen the class of '65 Camden, Maine, reunion photos, they decided to take a day-trip to the Hawthorn Inn. A surprised Maryanne actually knew Virginia when she walked in. Forty-plus years melted away as they renewed their friendship and compared notes about their days at DYC.

1949

A resident of Tucson, Ariz., **Jane Kinney-Svejkar** is delighted that she lives in a beautiful retirement community which provides maintenance, a wonderful restaurant and great housekeeping, thus giving her plenty of time to play bridge and travel. She recently planned trips to Italy, Spain, Portugal and France. Jane received a certificate of appreciation in recognition of ten years of volunteer service at Streams of the Desert Lutheran Church, a day-care center for Alzheimer patients.

weddings

Marybeth Nelson '97 to Jonathan Welch Considine

Michelle Lynn Zgoda BSN '05 to Bradley Zimmer

Michael Paul Rozek '06, MS '08 to Kathleen Sheehan Ryan MS '07

Danielle Drzazga, BS '08 (PA) to Michael Augustino

Sheena Farrell, BS/MS '09 (PA) to Stephen Mikac

Tiffany Garnsey, BS/MS '09 (PA) to Marty Card

Jamie Roggen '09 to Steven Simons

births

Twins Aurora Page and Joseph, children of Mr. and Mrs. Joseph Schlaerth (Vicki Ehrenberg BS/MS '98)

Lana Sophia, daughter of Mr. and Mrs. James Morgan BS/MS '04 (Rebecca Leone BS/MS '01)

Holly, daughter of Mr. and Mrs. Chad Frazer '03

Madison Patricia, daughter of Mr. and Mrs. Stephen T. Constantine '03, MS '05

Callista Lauren Bridie, daughter of Mr. and Mrs. Kevin Cornwell (Rebecca Meli, '04)

Joseph Ryan, son of Mr. and Mrs. Steven Simons (Jamie Roggen '09)

condolences

Esther Weiksnar Curtin '46 on the death of her husband John

Emily Diakum Paolini '49 on the death of her son Alan

Elizabeth Leising '49 and Patricia Leising Moore '51 on the death of their sister Phyllis Leising Wilde '43

Margaret Van Dyke Holmes '52 on the death of her sister Catherine Van Dyke '45.

Lee Stalteri DiPasquale '57 on the death of her brother

Barbara Schumacher Klocke '61 on the death of her sister Mary Louise Gerold '50

Carolyn Migdal '63 on the death of her mother Irene

Elaine Juliano Regan '64 on the death of her sister Lynn

Linda Maxwell Allen '65 on the death of her mother Grace

Maryanne Shanahan '65 on the death of her father Walter

Sheila Cannan Schwabl '66 on the death of her daughter Heather

Barbara Noeller Brown '66 on the death of her husband Rex

Mary Elaine Henning Spitler '70 on the death of her mother Ruth Ryan Henning '38

Stephany Perotto Corral '70 on the death of her mother Rosalia Marino Perotto '39

Virginia Ralicki Lopez '70 on the death of her mother Helen

Beverly Congdon Smith '73 and Kay Congdon Marciano '75 on the death of their mother Mary

Aileen Wilde Remmes '74 on the death of her mother Phyllis Leising Wilde '43

Mary A. Balistreri '77 on the death of her mother Giovanna

Mary Lufkin Huczel '81 on the death of her father Robert

Mary K. Schnorr '82 on the death of her mother Dorothy

Junie Alleyne '96, '08 on the death of her husband Herbert

Robert J. Gambino '00 on the death of his mother Rose

obituaries

Edith Tiglio Buscaglia '35 (November 23, 2009) was the wife of the late Anthony J. Buscaglia Sr. She was an elementary teacher in the Buffalo Schools. She died in the Beechwood Continuing Care Home in Getzville at the age of 96. The mother of Mary J. Neill, Nancy C. Findlay, Anthony J. Buscaglia Jr., MD, Christine Buscaglia and John C. Buscaglia, DDS; she also had eight grandchildren. A native of Corning, she moved to Buffalo to attend D'Youville where she majored in Greek. Edith was credited with instilling a drive for academic achievement in her children and in her students. A Mass of Christian Burial was offered in SS Peter and Paul Church in Williamsville.

Ruth Mary Ryan Henning '38 (September 29, 2009) was born in Hartland, N.Y. Following her graduation from D'Youville, Ruth went on to earn a master's degree in education and taught both English and history for the Niagara Falls and Lockport school districts from which she retired. Her husband John E. Henning predeceased her. She is survived by her children, Paul (Carol) of Honeoye, N.Y., May Elaine (Kevin) Spitler of Buffalo, John (Beverly Suderland) of Los Angeles, Calif., James (Denise) of Grand Junction, Colo., Ann (Philip Larkin) of Hilton, N.Y., Elizabeth (Daniel Bower) O'Neill of Rochester. Ruth also leaves 14 grandchildren and is the great-grandmother of five. She was the sister of the late Roland Ryan, sister Gertrude, Leland Ryan and Helen Ryan Dean '41. A Mass of Christian Burial was celebrated in St. John the Baptist Roman Catholic Church.

Rosalia Marino Perotto '39 (December 9, 2009) was the wife of the late Paul C. Perotto. She was the mother of Stephany Corral, Marina Christenson and Paul R. Perotto and the grandmother of Amy Rose, Julie Rose and Matthew W. Christenson. A Mass of Christian Burial was offered at St. Gregory the Great Church.

obituaries

Phyllis Leising Wilde '43 (May 7, 2009) was the wife of the late Karl R. Wilde and the mother of Karl M., Ralph P., Aileen Remmer '74, Linda Rasinski, Philip and David. She was the grandmother to 11 grandchildren and six great-grandchildren. Phyllis was the sister of Elizabeth Leising '49, Patricia Moore '51 and the late Dorothea Nischik. She is also survived by many nieces and nephews. A Memorial Mass was celebrated at St. Christopher Church, Tonawanda.

Ursula Miller Ostrowski '44 (September 18, 2009) died in the Fox Chapel area of Pittsburgh, Pa. She was the wife of John S. Ostrowski; the mother of A. M. (Buzz) Weiss of Atlanta, Ga., Ursula of Minneapolis, Minn., and Nadine F. of Pittsburgh. She leaves her grandchildren, Andrew Weiss of Savannah, Ga., and Elizabeth Weiss of Sandersville, Ga. She was the sister of the late Dr. Al Miller. Ursula had more than 50 years of volunteer service to organizations such as the Red Cross. She was chair of the Naval Hospital at the Great Lakes Naval Hospital in Chicago. She volunteered for the United Way and Habitat for Humanity. She was a member of the American Association of University Women. For her efforts she was honored with the Woman of the Year Award from the YWCA, and the United Way's Heart of Gold Citation. Her alma mater honored her with the Anne Lum Distinguished Alumni Award. In addition to her D'Youville degree, Ursula earned a degree from LaRoche College in Pittsburgh. A Mass of Christian Burial was celebrated at St. Sebastian's Church where she had served as a Eucharistic Minister.

Catherine C. Van Dyke '45 (December 13, 2009) died unexpectedly at her home in Hamburg, N.Y. She graduated in sociology and worked for many years in the field of social work. Later in her professional career, she earned a master's degree in

educational administration and was a school social worker in the Williamsville schools. She was the sister of the late Jeanette '45, James R., Vivian '49 and Margaret Holmes '52 and John. She is survived by many nieces and nephews. A very talented knitter, she knitted excellent argyle, reindeer and cable knit sweaters, socks and mittens. A Mass of Christian Burial was celebrated at SS Peter and Paul Church, where she served as a lector for many years.

Jane M. Ellsworth Miller '46 (September 28, 2009) was the wife of Edwin B. Miller. She is survived by her children Melinda (Ken) Pine and Doug (Jamie) Miller. Jane leaves her grandchildren, Kate, Jonathon, Jillian, Charlotte and Curtis. She was the sister of Mary Ann Branicki and Nelson (Mary). When she married, she retired from her career as a medical technologist. An active member of her community, Jane was president of the YWCA and a member of the Board of the Girl Scouts of America and Campfire Girls and Bluebirds. A master bridge player, she loved gardening and cooking and was an avid reader. A Memorial Mass was celebrated in St. Amelia's Church in Tonawanda, N.Y.

Mary L. Schumacher Gerold '50 (September 29, 2009) of Wellington, Ohio. She was the wife of Alvin C. Gerold and the mother of Paul, Mary (Brian) Leach, Donna (Sean) Gerold and the late Michael. Mary was grandmother to seven grandchildren and great-grandmother of two. She was the sister of Sister Helen Marie, OSF, Toni (Jack) Herman, Virginia (late Jack) Wendel, Margaret (Terry) McManus, Barbara (Bob) Klocke, Joseph (Maureen), Jerry (late Mary Ellen) and Bill (Kathy). A Mass of Christian Burial was celebrated in St. Gregory the Great Church in Williamsville, N.Y.

Suzanne Carlson O'Shea '53 (December 18, 2009) was the wife

of Robert M. O'Shea and the mother of Michael, Robert, Brendan, Clare and Annemarie Ritting. She was the sister of Mary Carlson. Suzanne was also the grandmother to thirteen grandchildren. A Mass of Christian Burial was celebrated at St. Benedict's Church.

Sally Lee Margaret Schwach Fraas '55 (October 24, 2009) was the wife of the late Richard August Fraas, the mother of Richard (Karen Doerflein) and grandmother of Erika and Derek. She also leaves cousins who were cared for as stepbrothers and sister, John Franz (Ann), the late Betty Servula, Edward (Lois) and William (late Nancy). A graduate of Mt. St. Joseph Academy, Sally then began her career at D'Youville earning a bachelor of science degree. From her graduation in '55 until her marriage in '57, she was employed by E.J. Meyer Hospital. On the birth of her son, she became a stay-at home-mom. She had a full life filled with many hobbies and interests; she loved bowling, was an expert gardener, raised prize-winning roses, sewed, drew and painted. She also helped her husband with his horses, leatherwork and woodworking. They were both avid boaters on the "Sally Lee." A Mass of Christian Burial was celebrated at St. Benedict's Church in Amherst, N.Y.

Rosemary Reedy Boettcher '56 (February 5, 2009) was the beloved wife of Albert P. Boettcher and the mother of Joseph, John, James and the late William. Rosemary was grandmother to Hannah, Heidi, Gabriella, Kennedy and Claire. Her siblings, all predeceased her, were Thomas, Elizabeth and Leonard. She is survived by many nieces and nephews. A Mass of Christian Burial was celebrated in St. Michael's Church.

Carole A. Brinkman O'Mara '64 (November 6, 2009) of Westlake, Ohio, formerly of Schenectady, N.Y. and Vienna, W.Va. She died in Fairview Hospital after a lengthy

illness. She graduated with a bachelor of science in nursing and taught nursing at Jewish Hospital in Cincinnati from 1965-1968 and at Fairview General Hospital, Cleveland, Ohio, from 1968-70. She was the wife of Michael M. O'Mara and the mother of Lauren B. Benjamin of New York, N.Y. and grandmother of Ryan L. Benjamin. A funeral Mass was celebrated at Holy Spirit Church in Avon Lake, Ohio.

Diane M. Oczek Gentile '75 (December 15, 2009) was the wife of Gerald E. Gentile and the mother of Kristen of Alexandria, Va., and Nicholas J. of Washington, D.C. She was a devoted grandmother to Emily Charlotte Krustapentus. She is survived by her sister Debbie Caputi and many aunts, uncles, nieces, nephews and cousins. A Mass of Christian Burial was celebrated at St. Aloysius Gonzaga Church.

sympathies

Angeline Cellura Gimbrone '48

Joanne M. Balcerak '65

Obituaries will be published as additional information becomes available. ■

save the date:

HOMECOMING 2010

FRI./SAT., SEPT. 24 & 25

ANNE LUM award

Here is your opportunity to nominate a person for the Alumni Association's most prestigious recognition, the Anne Lum Award. First given in 1971, it is presented annually during Homecoming Weekend. The award is named for one of the college's early alumni secretaries, the late Anne Ryan Lum '24. She established the Alumni Loyalty Fund which has grown from a small scholarship to today's budget-relieving fund of over \$550,000. The honoree is chosen by a committee of peers from nominations by graduates. Sister Denise A. Roche, GNSH, Ph.D., president of the College, received the 2004 award and Jane Flanigen Griffin '54, Ph.D. was the 2009 recipient.

We welcome your nomination. Please return your nomination to the alumni office, 631 Niagara Street, Buffalo, N.Y., 14201 or alumni@dyc.edu by June 1, 2010.

ANNE LUM AWARD NOMINATION FORM

I wish to nominate:

Name: _____

Class Year: _____

Brief nomination:

Your name and class year:

Phone Number: _____

E-mail: _____

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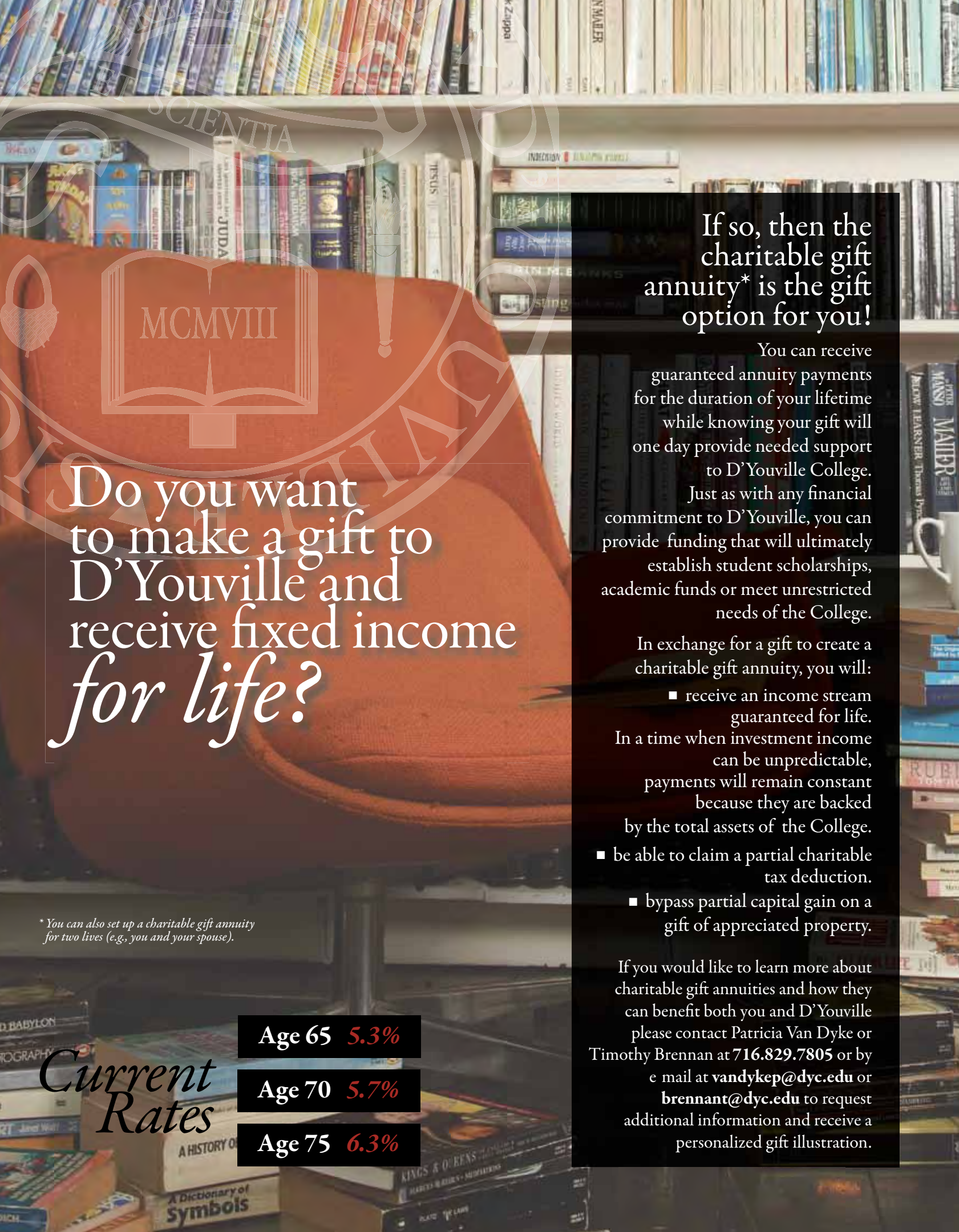
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can be unpredictable,
payments will remain constant
because they are backed
by the total assets of the College.

- be able to claim a partial charitable
tax deduction.
- bypass partial capital gain on a
gift of appreciated property.

If you would like to learn more about
charitable gift annuities and how they
can benefit both you and D'Youville
please contact Patricia Van Dyke or
Timothy Brennan at 716.829.7805 or by
e mail at vandykep@dyc.edu or
brennant@dyc.edu to request
additional information and receive a
personalized gift illustration.



D'Youville
COLLEGE

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SPECIAL **occasions & dates**

MARK THESE EVENTS ON YOUR CALENDAR

ALUMNI/COLLEGE CALENDAR ■ EARLY SPRING - FALL EVENTS

March

- 3** Honors Convocation
- 4** Alumni Board Meeting
- 13** Naples Luncheon
- 14** Sarasota Luncheon
- TBD** Bowling Event with students, families and friends

April

- Plant Sale orders taken throughout the month
- 8** Alumni Board Meeting
- 22** Scholarship Donor Reception and Dinner
- 29** Alumni Volunteer Opportunity:
D'Youville Neighborhood Clean-up, 11:30 a.m. - 1 p.m., Prospect and Porter Avenues

May

- 6** Alumni Board Meeting
- 12** Dedication of New Academic Building
- 13** Alumni Volunteer Opportunity: Friends of the Night People, 4:30-7:15 p.m. Ages 13 or older.
- 20** Alumni Graduate Champagne Luncheon
- 21** Baccalaureate
- 22** Commencement

June

- 12** Delta Sigma Luncheon

July

- 16** Bisons Game - Fireworks! Family-friendly!

September

- 24, 25** Homecoming Weekend - Classes ending in "5" and "0" and ALL alums are welcome

On the date of each board meeting, a Mass for living and deceased alumni is offered in Sacred Heart Chapel at 11:30 a.m. All are welcome to attend.

To check reservation forms and to gather the most up-to-date information about alumni activities, check the Web site, alumni.dyouville.edu/events. You may also call the alumni office, 829-7806 or e-mail alumni@dyc.edu.